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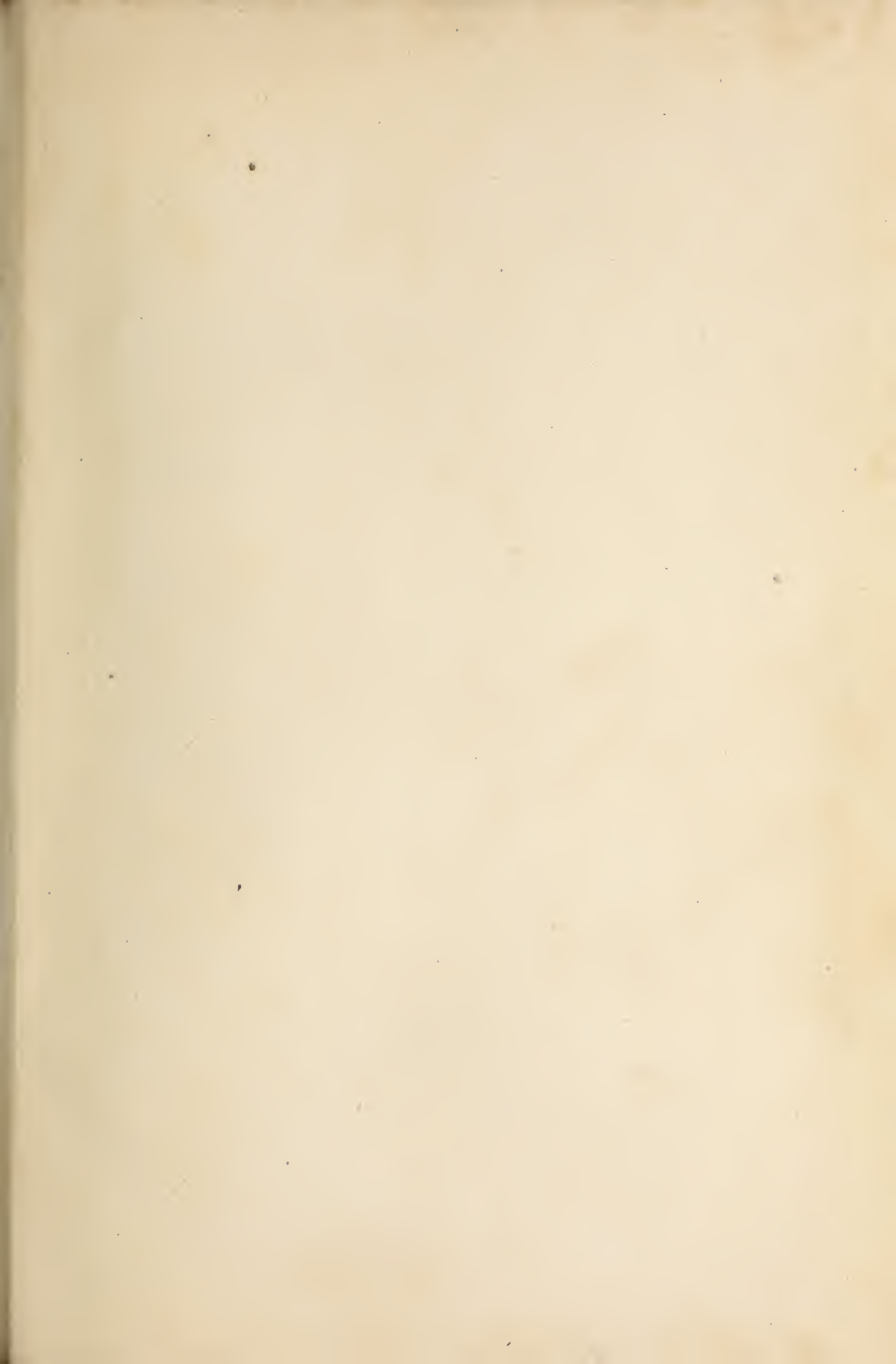


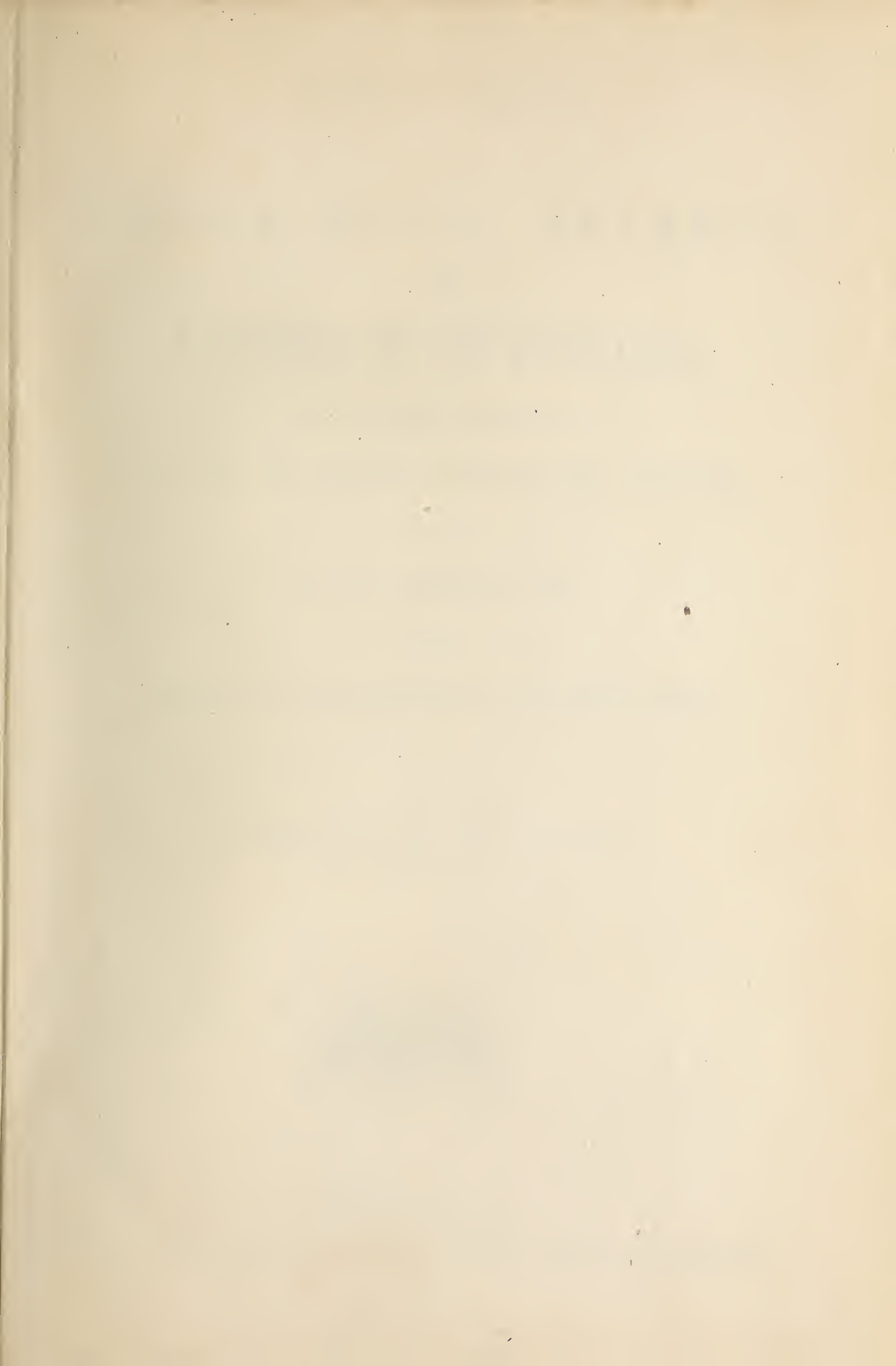
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ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR,
AND
COMMON SCHOOLS,
IN UPPER CANADA,
FOR THE YEAR 1856,
WITH AN
APPENDIX:
BY THE
CHIEF SUPERINTENDENT OF EDUCATION.

Printed by order of the Legislative Assembly.



TORONTO:
JOHN LOVELL, PRINTER, CORNER OF YONGE AND MELINDA STREETS.
1857.

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Department of Public Instruction for Upper Canada.

[No. 1601, V.]

EDUCATION OFFICE,

TORONTO, 4th June, 1857.

SIR,

I have the honor to transmit herewith, to be laid before His Excellency the Governor General, my Report of the State of the Normal, Model, Grammar, and Common Schools of Upper Canada, during the year 1856, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains copious extracts from Local Reports, and various Documents and Papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools, and the establishment of Public Libraries, throughout Upper Canada.

I have the honor to be,

Sir,

Your obedient Servant,

E. RYERSON.

The Honorable

T. LEE TERRILL, M.P.,

Secretary of the Province,

Toronto.



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ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN
UPPER CANADA,
FOR THE YEAR 1856.

PART I.—GENERAL REPORT.

TO HIS EXCELLENCY SIR EDMUND WALKER HEAD, BARONET,
GOVERNOR GENERAL OF CANADA, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,

In presenting my Report of the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1856, it is my grateful duty, as it has been each preceding year, to state that the school returns from the several counties, townships, cities, towns, and villages, exhibit a still unprecedented progress in every branch of the school system—illustrating as it does the growing conviction and interest of the people at large, as to the education of their children, and their appreciation of the powers with which they are invested for that purpose, since the school system recognizes no power in the Legislature to levy a sixpence tax upon the people for school purposes, nor any power in the Government to erect or furnish a single school house, or employ a single teacher, but a simple power in

the freeholders and householders of each municipality and school division to provide for the school education of their children, in their own way and to any extent they please, aided by the counsels, and facilities, and co-operation which it is within the means and province of government to afford, without attempting to supersede local management, but only developing and encouraging local exertion. The schools are emphatically the schools of the people, in their establishment and support, as well as in their objects; and whatever progress is made in the schools redounds both to the honour and advantage of the people in their several school divisions and municipalities.

1. TABLE A.—COMMON SCHOOL MONEYS.

The Legislative School Grant is apportioned to each Municipality, upon the condition that such Municipality shall provide an equal sum by assessment for the payment of teachers. The Legislative grant apportioned to Municipalities for 1856, amounted to £29,869; the amount provided by the local municipal assessment was £54,526, £24,657 more than the sum required by law, and an increase of £9,402 over the amount of the local municipal assessment of the preceding year, for the payment of teachers and other educational expenses.

The amount of School *Trustees'* assessment for the same purpose was £135,354, being an increase over that of the preceding year of £25,643.

The amount of *rate-bills* was £34,966, being an increase of £4,159 over that of the preceding year.

The amount paid for maps and apparatus, was £2,440, being an increase of £375.

The amount expended for school sites and the erection of school houses was £42,807, being an increase of £8,534.

The amount expended for repairs and rents of school houses, was £10,196, being an increase of £4,275.

The amount expended for fuel, stationery and other contingencies, was £19,162, being an increase of £6,628.

The amount paid to teachers was £194,920, being an increase of £24,893.

The total amount of expenditure for all common school purposes, for the year 1856, was £269,527; to this may be added the salaries of local superintendents, £5,060, making the total £274,587, for one branch of the system of public education in Upper Canada, being an increase over the preceding year of £44,708.

When it is considered that these are the voluntary doings of the people themselves in their several municipalities, they are facts of great significance in the educational and social progress of the country, and point to a future grateful to the feelings of the noblest patriotism.

2. TABLE B.—PUPILS ATTENDING THE COMMON SCHOOLS.

The returns of the School population between the ages of five and sixteen years are too defective to be given; and the number of children not reported as attending any school, and the percentage of the population reported in each municipality as not being able to read, are professed estimates by the Local Superintendents and Trustees, rather than exact returns. In this table several new statistics will be found which have not appeared in any previous report, showing the number of pupils that have attended schools less than twenty days in the year, between 20 and 50 days, between 50 and 100 days, between 100 and 150 days, between 150 and 200 days, between 200 and 260 days. The returns of another year are requisite in order to ascertain the comparative attendance of pupils under these several heads.

The number of boys attending the schools was 137,420, being an increase of 11,742. The number of girls attending the schools was 113,725, being an increase of 11,539.

The total number of pupils attending the Common Schools was 251,145, being an increase of 23,281.

The table also shows, in the classification of pupils, a very gratifying increase in the higher subjects of Common School Education.

3. TABLE C.—COMMON SCHOOL TEACHERS, THEIR RELIGIOUS FAITH, SALARIES, &c.

The whole number of Teachers employed during the year was 3,689—increase, 124: male teachers, 2622—increase, 54; female teachers, 1067—increase, 70. Members of the Church of England, 684—decrease, 32. Roman Catholics, 414—increase 18. Presbyterians, 905—decrease, 93. Methodists, 1102—increase, 145. Baptists, 224—increase, 41. Congregationalists, 92—increase, 35. For teachers belonging to minor religious persuasions, see the Table.

It will be seen that the salaries of female teachers vary from £50 to £125; that the salaries of male teachers vary from £60 to £350.

4. TABLE D.—SCHOOLS, SCHOOL HOUSES, VISITS, LECTURES, TIME OF KEEPING OPEN THE SCHOOLS.

The returns in this table in regard to school houses, are so imperfect, and involve so many inconsistencies when compared with those of the preceding year, as to render them of little value. According to the returns received, there is a decrease in the number of frame school houses of 178, and in the number of log school houses of 128; while there is an increase of 118 in the number of brick school houses, and an increase of 128 in the number of stone school houses,

I think there must be mistakes in the returns of the past or of the preceding year, or of both. I cannot imagine so great a change in the character of the school houses in any one year. But after making every allowance for errors in the returns, it is evident there is a rapid and very gratifying improvement going on in the character of school houses and their furniture, as well as in the character of their schools.

The number of visits to the schools reported is as follows : By Local Superintendents, 7544—increase, 628 ; by Clergymen, 3417—increase, 82 ; by Municipal Councillors, 1838—increase, 442 ; by Magistrates, 1496—increase, 97 ; by Judges and Members of Parliament, 352—decrease, 13 ; by Trustees, 16,270—increase, 371 ; by other persons, 13,189—increase, 1795. Total school visits 44,106—increase, 3402. The only class of paid officers among all these school visitors are Local Superintendents. This large and increasing number of gratuitous visits by the most intelligent classes of the community evinces their growing interest in the public schools.

The number of lectures by Local Superintendents reported is 1,995—decrease, 87 ; not two-thirds as many lectures as there are schools. Lectures by other persons, 428—increase, 168. But the Local Superintendents give many instructions and counsels, in their visits to school sections, which they do not return as lectures, though they are perhaps to some extent substitutes for them.

The number of School Sections reported is 3,634—increase, 109 ; the number of schools reported is 3,472—increase, 147 ; number of schools closed or not reported, 162—decrease, 38 ; number of Free Schools, 1,263—increase, 52 ; number of schools partly free, 1,567—decrease, 98 ; number of schools with a rate-bill of 1s. 3d. per month (the highest rate-bill allowed by law in the Common Schools,) 1,149—decrease, 4 ; number of schools with a less rate-bill than 1s. 3d. per month, 543—decrease, 1. These returns illustrate the discretionary power of the inhabitants to support their schools as they please, while they show the gradual and steady progress of Free Schools.

The time during which the schools have been kept open in cities, towns, and villages embraces, with scarcely an exception, the whole period required by law ; and the average time of keeping open the schools, in both townships, cities, towns and villages, was 10 months and two days, an increase of twelve days on the preceding year, and about two months longer than the schools are kept open in any State of America.

5. TABLE E.—RELIGIOUS EXERCISES, TEXT BOOKS AND APPARATUS USED IN THE COMMON SCHOOLS.

The number of schools reported as opening and closing the daily exercises with prayer is 1,001—decrease, 2 ; in which the Holy Scriptures are read, 1,854—decrease, 109.

The *National Readers* are reported to be used in 3,054 schools, and the *National Arithmetics* in 3,000 schools; the other text books recommended by the Council of Public Instruction are used to an equal extent, so that the text books authorised and printed in the country may be considered as all but universally used in the schools. Although it is the master, and not the text book, that makes the school, yet educationists in all countries regard the use of an uniform series of good text books as essential to the best interests of schools, and to the completeness of a system of public instruction. That object, so nearly attained in Upper Canada, has not been accomplished in any of the neighbouring States, beyond the cities and towns.

6. TABLE F.—MAPS, GLOBES, AND SCHOOL APPARATUS.

The number of schools provided with tablet lessons is 697; with globes, &c., 415; with blackboards, 2,450; with maps, 1,924—a gratifying increase under each of these heads.

The number of maps, &c., furnished by this Department during the year is as follows: maps of the World, 136; of Europe, 266; of Asia, 201; of Africa, 185; of America, 222; of Canada, 277; of British Isles, 196; of Hemispheres, 267; classical maps, 78; other maps, 192; of globes, 103; of complete sets of Holbrook's apparatus, 14; of parts of ditto, 146; of sundry philosophical apparatus, 141; of natural history object lessons, 5,046; of Scripture history ditto, 1,480; of other object lessons, 316; of tablet lessons and prints, 6,458; of various other articles, 959.

The whole number of maps sent out in 1855 was 1,304; the whole number sent out in 1856 was 2,020—increase, 716. The number of globes sent out in 1855 was 48; in 1856, 103—increase, 55. There is a corresponding increase under each of the other heads, and there has been a greatly increased demand for these articles since the commencement of the current year.

7. TABLES G, H, I.—GRAMMAR SCHOOLS.

The whole number of Grammar Schools in operation in 1856 was 61, of which twenty-six were Senior County Grammar Schools, each receiving £100 per annum, independent of the apportionment out of the fund arising from the sales of Grammar School lands. The amount apportioned from the fund to Grammar Schools was £6,661—increase, £111. The amount derived from fees, £4,990—decrease, £131. The amount granted by Municipalities, £3,447—increase, £1,817, chiefly for buildings. The total amount for salaries of masters and teachers, £11,914—increase, £350. The amount expended for maps and apparatus, £201—increase, £139. The amount expended for books and contingencies, £1,562—increase, £1,081. Total receipts for Grammar School purposes, £19,248—increase, £3,761.

From the necessary process of relieving the Grammar Schools of elementary Common School pupils by requiring an entrance examination in order to admission, the aggregate number of pupils in the Grammar Schools has been reduced from 3,726 to 3,386 ; while there is only a nominal increase in the number of pupils studying Latin and Greek. The number of pupils in Latin was 1051, increase 12. The number of pupils in Greek was 257, increase 22. The number of pupils in French was 462, increase 97. There is therefore a little more than *one-third* of the pupils in the Grammar Schools studying Latin—a little more than *one-twelfth* studying Greek—and a little more than *one-seventh* studying French. From the tables there appears to be a respectable increase in the number of pupils in the other, and some of the higher subjects taught in the Grammar Schools. The average number of pupils per school, was, in Latin, 17, in Greek 4 ; in French, 7. But from the table it appears that some of the schools have no pupils in Greek, and less than half a dozen in Latin. There is a manifest improvement in several of the Grammar Schools ; the provisions of the law and the regulations to reduce them to a system and to classify the studies in them, &c., to secure properly qualified masters, have operated beneficially. But considered as a whole, the Grammar Schools, with a few honorable exceptions, are in an unsatisfactory state, more so than any other class of institutions in the country. The powers and resources of trustees are wholly insufficient to enable them to provide proper school-houses, or furnish them, or secure competent salaries to masters. In several instances County, City, or Town Councils have honorably responded to the applications of the Board of Grammar School Trustees, in providing means for the erection and furnishing of Grammar School-houses, and for making up the salaries of masters ; but in most instances, these applications have been unsuccessful. County councils have objected to levy a rate on the county, or to make a grant from county funds, in aid of a Grammar School, upon the ground that if aid were granted to one, it must be granted to each of the Grammar Schools established in the county ; that the city, town, or village where a Grammar School is situated, should provide for its support ; that the few country pupils who may attend a Grammar School, contribute to the support of the school and to the advantage of the city, town, or village within the limits of which it is situated, and the whole country should not therefore be taxed on account of the attendance of such pupils. On the other hand, the Municipal Council of a city, town, or village objects to levy rates or make grants in behalf of the Grammar School, because it has no voice in the management of such school, since the County Council appoints the Board of Trustees. It is thus that the Grammar School so partially and remotely connected with the county in regard to interest, and severed from the city, town, or village in respect to control, obtains no aid from the Municipal Council of either. It is true when the Boards of Grammar and Common Schools unite and form one board, such united board possesses the powers of both boards separately, and can thus provide for the support of both the Grammar and Common Schools. But it is yet problematical, and I think very doubtful, whether the union of Grammar and Common Schools is advantageous to either, and is not, in the majority of instances, injurious to both. Every one must admit that

Grammar Schools and their Boards of Trustees ought not to be placed in a position of inferiority to Common Schools and their Trustees, as to means of support. If it is proper to have public Grammar Schools at all, as all will admit, it is proper to provide for their efficiency. I believe the Boards of Trustees, with scarcely an exception, have employed all the means in their power to render the Grammar Schools entrusted to their charge, as efficient as possible; but they have no power to raise a six-pence for the erection and furnishing of the School-house, or for the payment of their master or masters, except by the fees of pupils. It is impossible that the Grammar Schools can improve or flourish under such circumstances, or that they can otherwise than flag and languish in comparison of Common Schools.

I believe that no considerable improvement can be effected in the Grammar Schools, until they are made the property of the city, town, and village municipalities, within the limits of which they are established, and under their control, and the fund apportioned in aid of their support be paid upon the same conditions as that on which apportionment from the Legislative Grant in aid of the Common Schools is made, and until the Boards of Trustees of Grammar Schools be placed upon the same footing, and invested with the same powers as the Trustees of Common Schools.

I believe also, that the multiplication of feeble and inefficient Grammar Schools is an evil rather than a good; that it is much better to have one or two first-rate Grammar Schools in a county, than half a dozen poor and sickly ones, such as are wholly inefficient, whether as Grammar or Common Schools. It can not be otherwise than a waste of the School Fund, a burden and loss, to establish or continue a Grammar School, unless means are provided for its efficient support, and unless there is an average attendance of at least ten pupils who are studying the languages, and subjects for the teaching of which Grammar Schools have been erected.

For a practical view of the state of these Grammar Schools, and valuable observations respecting them, see the Reports of the Inspectors, the Rev. William Ormiston, M.A., and T. J. Robertson, Esq., M.A., in Appendix B to this Report, pages 209, 212.

S. TABLE K.—NORMAL AND MODEL SCHOOLS.

These important institutions continue to fulfil their great mission with unabated efficiency and success; and their influence is felt in every part of the country, in the construction and furnishing of school houses, the organization and management of schools, and the methods of discipline and teaching. The Model Schools—one for boys and the other for girls—are limited to 210 pupils each, are arranged and furnished, with the appendages of play yards and sheds, gymnasia, calisthenics, &c., and are taught and conducted in a manner designed as a model for the common schools of the country. In these schools the students or teachers in training in the Normal School attend, first as observers, then as assistant teachers, a few hours each week—thus reducing to practice (by teaching) the subjects of their lectures and exercises in the Normal School.

The original objects of the Normal School are inflexibly adhered to—to ground the student-teachers as thoroughly, as far as the period of their attendance will admit, in the subjects of common school instruction, and to instruct and practice them in teaching those subjects after the best methods, and to organize and conduct their schools in the manner best adapted to secure the ends of school discipline, to form and develop the minds and characters of the pupils. These objects are of course not equally attained in all cases; but the ages and qualifications requisite for the admission of student-teachers to the Normal School are such as to qualify them to teach common schools; the great majority of those attending the Normal School have been teachers (and some of them licensed as teachers of the first class by County Boards) before coming here, and the number in attendance at the present time is larger than it has ever been since the establishment of the school.

The increased demand for teachers trained in the Normal School—so much beyond the number of teachers trained there,—the increased salaries offered them, and the testimonies of local reports, attest the importance of the institution, and the value which experience places upon the services of those trained in it. There is no longer a doubt expressed, if entertained, in any quarter, that a teacher who has studied the science and art of teaching and governing children has a great advantage over one who undertakes that important and difficult work without having learned how to do it. There is undoubtedly many an excellent self-made teacher, as there is many an excellent self-made scholar; yet it is plain that good teachers cannot be produced and multiplied without a training school and college for teachers, any more than good scholars can be produced and multiplied without ordinary schools and colleges; that if a lawyer or physician, a carpenter or mason, must serve an apprenticeship of study and practice before pursuing his profession or trade, so should a teacher serve an apprenticeship of study and practice before undertaking a work the most difficult and important to perform efficiently, as well as the most honorable in itself, of any work involved in the development of mind and the progress of society.

These remarks apply with as much force to the teaching of Grammar Schools as to that of Common Schools. The inefficiency of a large number of the Grammar Schools arises, it is believed in most cases, not so much from the want of scholarship in the ordinary sense of the term, as from the want of a thorough normal school training in all the subjects of Grammar School instruction, and the best methods of teaching them. The contemplated Model Grammar School (the building for which is now considerably advanced,) will fulfil the functions of a Normal School for the Grammar Schools, while it will serve as a model for their organization and management; thus sustaining the same relations, and rendering the same services to the Grammar Schools as are now sustained and rendered to the Common Schools by the present Normal and Model Schools.

The only objection yet made to the training of teachers, as far as I know, is

that many of them do not pursue the profession, but leave it for other employments. Were this true to the full extent imagined, the conclusion would still be in favor of the Normal School, since its advantages are not confined to schools or neighbourhoods in which its teachers are employed, but are extended over other neighbourhoods and municipalities. No one can read the extracts from the reports of local superintendents, given in Appendix A. to this Report, without being convinced, that the influence of the Normal School is felt throughout the whole country, by the example and success of the teachers whom it has sent forth, stimulating other teachers to improvement and exertion, and elevating the general standard of school organization and teaching. Several who have attended the Normal School for a longer or shorter period have died; a number, by their diligence and economy, have qualified themselves for the Christian Ministry, or for the professions of Law, Medicine, and Surveying. Eight (after having taught some time) have entered the University, six obtaining scholarships on subjects in which they had had the advantage of training and exercises in the Normal and Model Schools; and are thus qualifying themselves for the higher departments of public instructions. A considerable number have established or engaged in private schools; a number also are employed as teachers in the Grammar Schools; one as professor, and three as teachers in the Normal and Model Schools of Lower Canada, besides one or more in Victoria College and the Belleville Seminary, &c., &c. It is not understood that females, trained in the Normal School, are under obligations to teach after marriage. Some of them have been employed as governesses; and a large number are teaching in the best Common Schools in nearly all the principal cities, towns, and villages of Upper Canada, and in many of the best country schools. Though it may be presumed that many of them have married, yet large numbers of them are thus employed in teaching, and some are known to continue teaching after marriage. After making all these deductions, and accounting for the employment of teachers trained in the Normal School in teaching other than Common Schools, the very imperfect returns report 430 Normal School teachers as employed in the Common Schools at the present time, teaching about one eighth of the Common Schools of Upper Canada, and exerting a salutary influence over the character and teaching of a large proportion of the other seven-eighths.

On this point it may be further remarked :

1st. That no candidate is admitted into the Normal School, except upon the declaration, that he will devote himself to teaching, and that the object of his attending the Normal School is to qualify himself better for his profession; accompanied by a certificate of character, signed by a Clergyman. This is the same condition required for admission into the Normal Schools of the New York and the Eastern States, where the change of employment and profession, and removals from one State to another are much more frequent than in Canada.

2. That no student-teacher receives the small pecuniary aid of five shillings per week towards the payment of his board, before the end of the session; nor then

unless by good conduct, and on examination in writing, (extending over several days,) on all the subjects of Normal and Model School instructions and exercises, he is adjudged entitled to at least a second class certificate.

3. That the period of instruction in the Normal School only extends over two sessions of five months each,—ten months in all; and that the lectures, teaching, and exercises in the Normal School, and the practice in the Model Schools, are not those of ordinary school or college, but form a system of practical training for the work of teaching, and, therefore, present comparatively little inducement for the attendance of any who do not intend to devote themselves to the work of teaching.

4. That of the 165 candidates, (91 males and 74 females,) who have been admitted to the Normal School during the current session, 91 of them, (66 males and 25 females,) have already been teachers of Common Schools, thereby furnishing the strongest practical proof that their object in attending the Normal School for a few months is to become better qualified for the work of teaching.

In all professions and pursuits there are changes from one to another. I do not think it is just or wise, or expedient to deny to the Normal School teacher (because of his attendance at the Normal School a few months) this liberty or discretion, if opportunity presents to improve his position or increase his usefulness—motives for which, however, are daily becoming feebler, as the salary and position of the teachers are improving, while greater difficulties, if not less gains, attend the entrance and pursuit of other professions and employments. In whatever position or relation of life a Normal School teacher may be placed, his or her training at the Normal School cannot fail to contribute to their usefulness. In Prussia no candidate is admitted into the Christian Ministry without a certificate of his having attended a six months course of lectures and exercises on “Pedagogy,” or school-teaching.

In whatever light, therefore, the Normal and Model Schools are viewed, and the more carefully their character and operations are examined, the more important will they appear as one of the vital parts of a system of public instruction, as providing not only the most important schools of the several counties with efficient teachers, but as exerting a powerful influence upon the teaching and character of most of the public and private schools throughout the country, as well as in contributing to the general education of so much of the population of the Province as attend that Institution.

9. TABLE M.—FREE PUBLIC LIBRARIES.

In previous reports I have explained the origin and nature of our system of Public School Libraries. During the year 1856, 13,701 volumes were supplied from this Department; but from the 1st of January to the 1st of July of the current year, 24,765 volumes have been called for,—nearly twice as many as were applied for during the whole of 1856. This large increase during the last six

months, is chiefly owing to some discussion which took place at the beginning of 1857, relative to the public libraries, and the application, by municipalities, of portions of the Clergy Reserve Funds to the purchase of libraries. The whole number of volumes sent out by this Department during the three years the system has been in operation, is 155,726. The subjects of these volumes are as follows: History, 26,935 volumes; Zoology, 11,313; Botany, 2,033; Natural Phenomena, 4,517; Moral and Physical Science, 3,524; Geology and Minerology, 1,315; Natural Philosophy, 2,407; Chemistry, 1,141; Agricultural Chemistry, 682; Agriculture, 6,980; Manufactures, 7,300; Literature, 15,378; Travels, 11,329; Biography, 17,223; Practical Life, 41,970; Teachers' Library, 1,679. Total, 155,726.

The useful occupation, instruction and entertainment afforded by the circulation of so many books on so great a variety of subjects, cannot be easily estimated. The number of libraries established, is 289—subdivided into nearly 1,000 sectional libraries. The number of libraries established during the last six months is 70—subdivided into upwards 200 sectional libraries.

It is not to be expected that these libraries should be equally appreciated and read in every neighbourhood where they are established. As in the different members of the same family there is the widest difference in this as in other respects, in different parts of the country, in different municipalities, and in different neighbourhoods of the same municipality. In some neighbourhoods there is little taste for reading among either young or old; in other neighbourhoods the young very generally avail themselves of the books in the library, or section of it; in others again, all classes and ages are eager to procure and read them.

In the selections of books for some of the libraries, the local authorities were anxious to provide, in the first instance, a series of standard works on different subjects; and in doing so they had but little means left to procure smaller works, and more attractive and popular as reading books for young people. I think this circumstance has, as in a few cases, rendered the libraries less useful and attractive than they would have been had a more varied and popular selection of books been made. But as the catalogue is large, and the selections from it entirely at the discretion of the local parties establishing libraries, I have not thought it advisable to interfere in the least with that discretion, unless expressly desired to do so. But on the whole, the selections of books for the libraries have been made with great discrimination.

It is also gratifying to know, that the method adopted for supplying the municipalities and school sections with libraries, maps, school apparatus, &c., is highly approved by intelligent visitors and educators from other countries, and is regarded as a feature peculiarly favorable to the Canadian system of public instruction.

10. EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS.

These extracts are 150 in number—all that have been transmitted with the Reports from the Township, City, Town and Village Municipalities. These extracts are witnesses as to the working of the school system and the operations of the school law, they present the dark as well as the bright side of the picture; the failures and defects as well as the successes and excellences of the system. I wish to conceal no defect, but to discover and remedy it; I wish to hide no failure, but to expose it, and, if possible, to prevent its recurrence.

From the extracts of local reports which I gave in the same impartial manner in my last Annual Report, an attempt has been made to prove the school system a failure. Passages have been selected from two or three of these local reports, stating in each case, in substance, that the school-house was in a state of dilapidation, that the school was badly attended, that the teacher was unfit for his office, and there was a general feeling of indifference in regard to education; and then these statements have been held up as illustrations of the state of the schools and the results of the school system throughout Upper Canada.

Of the fairness of such reasoning, and the honesty of such a proceeding, every intelligent reader is competent to judge. In the same way might it be proved, that agriculture is declining in a county or township, because some farms in such county or township are in a wretched state, and some farmers are indifferent to all agricultural improvement. In the same way might it be proved that agriculture is declining throughout Upper Canada after all that has been granted, and done by agricultural societies, because there are some municipalities in which the farms generally are as badly managed, and the farmers are as inactive as they were many years ago. In the same way might it be proved that Canada is declining in population and commerce and wealth, and that its whole system of government is a failure, because there are portions of it in which population is as sparse, and villages are as poor, and trade is as limited, as in former years. With the same kind of fairness and intelligence have some European travellers landed and spent a few hours upon some non-commercial and non-agricultural, and non-progressive spot in Canada, or seen some portions of its frontiers, and then published that the country was stationary and retrograding, and was unworthy of being a part of the British Empire, while all the rest of America was advancing with rapid strides.

Now to all such fallacies and falsehoods, one reply would be deemed sufficient namely, an appeal to the general statistics of agriculture, of trade, of population, of property. So in regard to schools and the school-system, whatever may be the state, or neglects of a particular neighborhood or municipality, the general statistical returns show an advancement not equalled by that of any other state in America, and the extracts from nine out of ten of the local reports show an exertion, a progress and success in the great majority of the municipalities, of the most gratifying and satisfactory character. For example, if it be stated in the report of one

municipality, that the public library is not appreciated—that the books are not read or applied for—that all classes are indifferent to them, is it therefore to be inferred that the system of libraries is a failure, and that the law and regulations provided for libraries are bad? On the contrary, if it be stated in the report of another municipality, that the public library is highly appreciated—that the regulations are strictly observed—that the books are very generally sought after, and eagerly read; would it not be inferred from the different working and results of the same system in different municipalities that the failure in one case could not be attributed to the system, while the success in the other case shows what aids and facilities the system affords to the people where they choose to avail themselves of it. The same remark applies to school operations. If in one school division the school-house is convenient and well furnished, and the school efficient and well attended, and if the reverse is the case in another school division, the difference in the two cases can not be ascribed to the system, for it is the same in both school divisions, but must be owing to other causes. In extract No. 139 of the local reports, we have an account of the development and working of the system in a *city*, and where all the teachers have been trained in the Normal School; while in extract 103, will be found a statement of the rise, progress, and working of the system in a *township*. Other extracts evince an equal success in other municipalities. What is done and witnessed in these municipalities may be done in all Upper Canada, if similar feelings prevail and similar means are used.

The extracts from the local reports, will satisfy the attentive and candid reader on the following points :

1. That the improvement and progress of the schools throughout the country at large is very great, that the inhabitants are making noble and successful exertions for the education of their children, notwithstanding the backwardness and indifference in some of the municipalities.

2. That the school law places the education of the children in the hands of the people themselves; that it invests the inhabitants of each municipality with powers to provide for the education of all their children, and they are responsible if this be not done.

3. That while the religious rights of each pupil and of its parents or guardians, are equally protected, it is in the power of the School division to make their school or schools as decidedly religious as they desire.

4. That in municipalities where the schools are reported to be in an unsatisfactory state, this painful fact is in no cause ascribed to the defective provisions of the school law, except in the frequently expressed earnest desire that the Legislature would amend the law so as to make all the schools free.

11. EDUCATIONAL MUSEUM, AND SCHOOL OF ART AND DESIGN.

The School Act 13 & 14 Vic., cap. 48, sec. 41, authorized the expenditure of

“a sum not exceeding two hundred pounds in any one year, to procure plans and publications for the improvement of school architecture and practical science, in connection with common schools,” and the Act 16 Vic., cap. 185, sec. 23, authorized the expenditure of “a sum not exceeding five hundred pounds per annum, in the purchase of books, publications, specimens, models and objects, suitable for a Canadian Library and Museum, to be kept at the Normal School buildings.” In the Act 12 Vic., cap. 83, five hundred pounds was granted for the establishment and support of a School of Art and Design for Upper Canada, to be in connection with the Normal School, and under the control of the Council of Public Instruction. Two rooms were provided for this purpose in the Normal School building, but on the proposal to establish a chair of civil engineering in the Provincial University, I suggested the establishment of the school of Art and Design as an appendage or branch of the chair of civil engineering, and that the provision for its establishment in connection with the Normal School need not be continued. But the idea of establishing the chair of civil engineering by the Provincial University having been abandoned, and the statute providing for it repealed, it became a matter of consideration and importance to give effect to the original purpose of establishing the school of Art and Design in connection with the Normal School, and more especially as drawing forms one branch of the course of instruction in both the Normal and Model schools, and will be taught to a greater extent in the model grammar school, and there are here the greatest facilities for the economical establishment and support, as well as usefulness of such a school. Accordingly the requisite steps have been taken to accomplish that important object.

By the provisions of the Acts above mentioned, I have been enabled to introduce publications and plans for the improvement of school architecture into all the municipalities of Upper Canada; to obtain models and instruments and apparatus for teaching and illustrating different branches of natural history and science in the schools; to commence a collection of specimens of the Canadian birds and animals, of the geology and mineralogy of the different provinces of British North America, models of agricultural implements, &c., &c., together with several hundred books, publications and objects relating to education and other departments of science and literature. I have also been anxiously desirous of preparing the way for, and as far as possible, of giving effect to what was contemplated in connection with the school of Art and Design. In England, schools of Art and Design are becoming prominent features of popular instruction in the principal cities and towns. In connection with some of these schools, interesting collections of objects of art, consisting chiefly of painting, sculpture and drawing, plaster casts of statues, statuettes, and busts, models in marble, alabaster, ivory, wood, bronzes, terra cottas, models in wax, plaster, &c. In connection with the Royal Schools of Art and Design in London, (kept in the Marlborough and Somerset Houses,) upwards of a thousand of these specimens are collected and arranged. In addition to these schools, the Committee of the Privy Council on Education have established an Educational Museum, at the new buildings, South Kensington, west end of London, the books and objects of

which are grouped under the following divisions : 1. School building and fittings, forms, desks, slates, plans, models, &c. 2. General educational, including reading, writing, grammar, arithmetic, mathematics, foreign languages and histories. 3. drawing and the fine arts. 4. Music. 5. Household economy. 6. Geography and Astronomy. 7. Natural History. 8. Chemistry. 9. Physics. 10. Mechanics. 11. Apparatus for teaching the blind and deaf. A late English paper contains the following brief account of this Educational Museum :

“ The South Kensington Museum is a result of the School of Design, founded in 1838, and the Great Exhibition of 1851. The School of Design, under the influence of the feeling generated by the Hyde Park Palace, expanded into the present Department of Science and Art, under the Committee of Privy Council on Education, and the nucleus of a permanent museum of arts was formed at Marlborough-house. The Department of Science and Art has achieved a building in which its schemes for training may be systematically carried out, and its curiosities constantly exhibited. Thither are transferred all the ornamental specimens from Marlborough-house, the entire collection of the Architectural Museum, together with many articles belonging to the Commissioners for the Exhibition of 1851. Thus decorative art and practical science have a permanent home, which, moreover, is nobly adorned by the fine collection of pictures and drawings munificently given to the nation by Mr. Sheepshanks. The offices of the department and the training schools are under the same roof as the museum, which, while it will be a source of rational recreation to the general public, will also, it is hoped, be an important agent in the instruction of the students. The collection of works belonging to the department of ornamental art first attracts the notice of the spectator, occupying, as it does, the corridor in which he will find himself immediately after his entrance. Only a portion of the entire collection—which numbers upwards of 4,000 objects—is at present exhibited, inasmuch as about a fourth part, including the whole of the acquisitions from the Bernal collection, have been sent to Manchester.

“ The Educational part of the museum occupies the centre of a large iron building, which forms a wing of the entire edifice. It comprises specimens of scientific instruments, objects of natural history, models of school-rooms, casts of classical statues, and a library of 5000 volumes, all admirably arranged. ‘ Education ’ is a wide word, as will be obvious enough, when we state the official subdivision of the department into ‘ school buildings and fittings, general education, drawing and the fine arts, music, household economy, geography and astronomy, natural history, chemistry, physics, mechanics, apparatus for teaching the deaf and dumb, idiots, &c., and physical training.’ To this collection, which will probably be the most popular of the whole exhibition, the ‘ Commissioners of Patents ’ Museum ’ form a sort of supplement. In this department the history of the steam engine is copiously illustrated.

“ The nucleus of a collection of Sculpture has also been formed by the

assemblage of about fifty works, contributed by twenty-five artists, among whom are Messrs. Baily, Bell, Foley, Munro, Calder, Marshall, and the late Sir R. Westmacott. By the collection of the Architectural Museum, which occupies a large portion of the gallery and descends into the lower corridor, a complete history of the mediæval architecture of France and England is represented by almost numberless casts of decorative details.

“The ‘Trade Collection,’ which is likewise in the gallery, and is the property of the Commissioners of the Exhibition of 1851, will not always remain in its present complete state. It is chiefly composed of the natural products used in the various arts, and of these the animal products are alone to be retained, the others being too fragmentary to justify their retention in a distinct museum. Specimens, therefore, of mineral and vegetable produce will be distributed among various national and provincial museums which admit of improvement.

“Another department is the ‘Economic Museum,’ formed by Mr. Twining, and presented by him to the Government.

“Everything has been done to render the new Museum a source of instruction and amusement to all classes alike, the exigencies of time being taken into consideration, as well as the exigencies of the pocket. On Wednesday, Thursday, and Friday, being students’ days, the price of admission will be 6d.; on the other days of the week admission will be free.

“The hours will extend from 10 to 4, but the Museum will likewise be open on the evenings of Monday and Thursday, from 7 to 10. The catalogues required cost 1d. each.

The following are the rules sanctioned for admission to this Museum:—

1. “The collections of objects relating to education, architecture, and trade of pictures, sculpture, ornamental art, and models of patented inventions, will be opened to the public daily, from 10 till 4 in the day-time, and from 7 to 10 in the evenings, on Mondays and Thursdays, except during the appointed vacations.

2. “On Mondays, Tuesdays, and Saturdays, and daily during the Easter and Christmas weeks, the public will be admitted free; but on these days, books, examples, models, casts, &c., cannot be removed for study.

3. “On Wednesdays, Thursdays, and Fridays, the public will be admitted on payment of 6d. each person. This sum during the day-time will enable any person to consult any books, diagrams, &c., in the collections of education and to copy any article in the collections of Art; except modern paintings, for which special permission in writing must be obtained. In the evening, works cannot be removed. An annual ticket of admission to all the collections, morning and evening, may be obtained for 10s.

4. “Sticks, umbrellas, parcels, &c., must be left at the doors.

5. " Except the fees above mentioned, no fee or gratuity is to be received by any officer of the department from any person.

6. " The library of Art is open every day, from 11 A.M. to 9 P.M., except Saturday, when it is closed at 4 P.M., and the usual vacations.

7. " All registered students of the Central School of Art have free admission to the library. Occasional students are admitted upon payment of 6d., which will entitle them to entrance for six days from the day of the payment of the fee, inclusive. A monthly ticket may be obtained for 1s. 6d., and an annual admission for 10s.

The above Museum is under the direction of the Lords of the Committee of the Privy Council on Education,—of which the Right Hon. Earl Granville, is President, and the Right Hon. W. Cowper, Vice-President.

It would be too much to attempt an Educational Museum in Canada on so extensive a scale ; but we have already in the Normal and Model Schools what might be deemed necessary under the first of the above divisions, and considerable collections which belong to the 2nd, 3rd, 4th, 6th, 7th, 8th, 9th and 10th, of the above divisions. They cannot, however, be properly classified and arranged until the completion of the new Model Grammar School building, when we shall have room for the School of Art and Design, with the appropriate and methodically arranged Educational Museum. In England an act of Parliament was passed some years since, authorizing the Corporation of each City and Town in the United Kingdom to establish a Provincial Museum ; and these local Museums are now multiplying on every side, being regarded as a powerful though indirect means of popular education, as well as of popular entertainment.

During my late tour in Europe, the importance of embracing objects of art as a prominent feature of our Educational Museum, and as an essential element of a School of Art and Design, was strongly pressed upon me both by what I saw, and by the opinions and advice of learned and practical men. Col. Lefroy (better known in Canada as Capt. Lefroy) addressed me a very interesting and able letter on the subject, from which I extract the following paragraph :

" My suggestion, in respect to the purchase of casts of statuary, and of specimen pictures, for the Normal School, proceeds upon the assumption that what is every year felt to acquire fresh claims as an element of popular education at home, cannot be less worthy of attention in Canada—that if we find that a taste for art, where many facilities for its culture have always existed, is still at so low an ebb in the country as to call for systematic efforts to extend it ; much more must it require and deserve public encouragement in a community which as yet possesses no facilities of this kind. In fact no one can deny that this taste is deplorably wanting in America universally—much that gives intellectual rank and dignity to a people is wanting with it—and life is deprived of a source of manifold pleasures

of the highest kind in consequence. Now the Provincial Normal School occupies a position which can hardly be paralleled in advantages for initiating a better order of things. Not only does a very numerous class of the community pass under its influence and receive its moral and mental stamp, but that class is of all others the one which has probably the greatest influence in forming the minds of others. Even the clergy of a country must yield in some respects to its school-masters in the privilege and responsibility of forming the character and influencing the judgments of its people—alike of parents, as of children. For many years at least, I suppose all common school Teachers will pass through your Institution—but this is not all. From its metropolitan position, its attractions to visitors and the liberality with which it is thrown open, objects of art collected there would, in a material degree, stand in the position of a public collection, and thus without interfering with their special purpose they would indirectly instruct classes with which the Normal School has nothing to do. Stronger grounds cannot be wanted to justify the very moderate expense which my plan would entail.”

The Earl of Elgin not only favored me with his advice, but afterwards enclosed me (with a very kind and suggestive note) a pamphlet containing a copy of an address delivered at Glasgow, in January, 1855, by C. H. Wilson, Esq., “On the Formation of Provincial Museums and Collections of Works of Art.” Mr. Wilson remarks :

“There is no difficulty in carrying out this idea. The Museums of Europe furnish the means ; casts can be had of the busts of the great men of nearly every age, at a cost which renders it easy to form such a collection, and the youth proceeding to his class rooms, might pass through an avenue of images of the great, the learned, and the benefactors of mankind. Students occupied with history, might see in the Glyptothek of their College, each page illustrated by the ancients themselves—Grecian history by the Greeks, Roman history by the Romans. The arms, dresses, instruments, utensils, in fine, nearly everything which it is thought so important to read about in our seminaries of learning, might be rendered as familiar to the eyes of the students as the description of them is to their thoughts, and this without difficulty, and at a cost which is absolutely trifling, when the benefits to be conferred are estimated. Whilst truer ideas on all these subjects would thus be formed, taste, and that appreciation of the arts which ought to be an accompaniment of our civilization, would take the place of that absence of both which we are painfully called upon to acknowledge.

“When Museums are spoken of, I have no doubt thoughts instantly cross the minds of all, of rare and precious marbles and bronzes, of costly pictures by the great masters, and of other works of art of equal rarity and value, and it may be, that this idea of Museums deters from all attempts to form them, seeing that the cost of such collections is so great ; but I look at the whole subject from a totally different point of view, from one which, instead of presenting us with the prospect of an outlay which it would be hopeless to attempt to meet, renders

a collection of works of art of standard excellence comparatively easy and economical.

“It is desirable to preserve original and precious works of art in a great central museum in the metropolis, and it seems reasonable that the power and wealth of the nation should be principally concentrated upon this central collection, yet provincial museums should be furnished with casts of the sculpture, and copies of the pictures, electrotypes of the bronzes, and such transcripts or imitations of other works of art as could most readily be made by a staff of artists employed for the purpose in the central establishment.

“By means of casts, all the beauty of form of the original is rendered with such perfect fidelity, that they may be termed in every respect, except material, duplicates of the original works. This system has been acted upon at Berlin ; and a suggestion which I had the pleasure of submitting to the Royal Scottish Society of Arts in 1836, has been completely realized by Monsieur D’Olfers, the Director of the Gallery at Berlin, to whom the same idea had occurred, and who has been enabled, by the liberality of his government, to form the most perfect collection of casts in the world, illustrating the whole history of art during a period of three thousand years. By a process which he was so good as to describe to me, these casts have been rendered durable, their appearance much improved, and their resemblance to the original works increased. Preserved in a series of halls, quite unsurpassed in beauty and fitness, they are chronologically arranged, and certainly form the most perfect and interesting series existing.

“The electrotpe process, by which statues and other works in metal may be copied for provincial museums in a perfectly satisfactory manner, and at a very moderate cost, is another apt and economical method of furnishing provincial Museums with faithful copies of fine works of art.”

A collection of such objects has double the value in Canada that it possesses in any city or town in Europe, in every country of which treasures of Art abound in the Royal Palaces, National Museums, and private mansions, all of which are opened to the public with great liberality. And even there, where the facilities of travelling are so great, the public museums are so numerous, and the different countries are so near to each other, many travellers, not content with having seen and contemplated the original objects of art themselves, purchase copies of the most famous paintings and casts, or sculptured or bronze copies, of the most celebrated statues, busts, &c., for the gratification of their own tastes, and the ornament of their mansions. But in Canada, where there are no such Art Treasures, where we are so remote from them, where there is no private wealth available to procure them to any extent, a collection (however limited) of copies of those paintings and statuary, which are most attractive and instructive in European Museums, and with which the trained teachers of our public schools may become familiar, and which will be accessible to the public, cannot fail to be a means of

social improvement, as well as a source of enjoyment, to numbers in all parts of Upper Canada.

The copies of *paintings* which I have procured present specimens of the works of the most celebrated masters of the various Italian Schools, as also of the Flemish, Dutch and German. The collection of *engravings* is much more extensive ; but they are not yet framed or proposed for exhibition. The collection of *sculpture* includes casts of some of the most celebrated statues ancient and modern, and busts of the most illustrious of the ancient Greeks and Romans, also of Sovereigns, Statesmen, Philosophers, Scholars, Philanthropists, and Heroes of Great Britain and France. Likewise a collection of *Architectural Casts*, illustrating the different styles of architecture, and some of the characteristic ornaments of ancient Gothic and modern Architecture. But these are not yet exhibited as there is no room for them until the new model Grammar School Building is completed. And until then, the rest of the collection cannot be properly arranged nor seen to advantage.

A list of the principal instruments, models, and objects collected, will be found in the appendix to this report.

12. DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

As very imperfect and, in many cases, mistaken ideas exist in regard to the nature and duties of this Department, it may be proper once for all to state them in as few words as possible.

The Department has to do with the popular instruction of the country, embracing the Common or elementary Schools, and the Grammar or Classical Schools ; but not the Universities or Colleges, from which returns are obtained only by courtesy. There are included in it :

1. *The Education Offices* proper, in which, under the direction of the Chief Superintendent, the Common and Grammar School laws are administered, school Acts, forms, regulations, &c., supplied to all the schools of the country (3500 in number,) information of any kind is given, appeals decided :—the whole revolving under the head of correspondence alone, between six and eight thousand letters a year, or upwards of six hundred per month, besides the examination of all local financial returns and reports, and the preparation of the Annual General Report.

2. *The Council of Public Instruction*, by which all appointments to the Normal and Model Schools are made, all expenditures for their establishment and support are ordered and audited, all the regulations for the Normal, Model, Grammar and Common Schools, and Public School Libraries, are authorized, and the text-books for the schools, and the books for the libraries, approved. The Chief Superintendent is required to prepare all these regulations, and to examine all these books and report upon them ; also to have the oversight of the Normal and Model Schools.

3. *The Normal School* for the special training of teachers, about one hundred of whom are sent out per year.

4. *The Model Common School* limited to 420 pupils, in which student-teachers in the Normal School, observe the best methods of school organization, classification, teaching and discipline, and practice teaching.

5. *The Model Grammar School*, which will consist of pupils equally distributed among all the Municipalities of Upper Canada, and is designed to sustain the same relation to the Classical Grammar Schools of the country as the present Model School does to the Elementary Common Schools, to be a standard and pattern for their imitation, and an instrument of training teachers for them. The building for this school will be finished in a few months.

6. *The Depository of School Maps and Apparatus*, from which all the public schools of the country are supplied at cost price, the Chief Superintendent also apportioning one hundred per cent. upon whatever sum or sums may be transmitted by municipal and school authorities for the purchase of them for their schools. The best maps published in Great Britain and America are here procured, together with maps in relief, or raised maps, (preferred in France) globes, tellurians, charts, collections, instruments and apparatus, to illustrate lectures and instructions in Geography, Natural History, Geology and Mineralogy, Mathematics, Chemistry, Mechanics, Astronomy and other branches of Natural Philosophy; indeed all subjects taught in the Common, Grammar, Model and Normal Schools. In order to bring these facilities for improving and benefiting the Schools prominently into public notice, I have deemed it expedient to send selections of the Apparatus, Globes, Maps and Charts, &c., to the Provincial Exhibition each year. The report of the Exhibition for last year, which was highly successful, will be found in the Appendix.

7. *The Depository of Books for Public School Libraries*, embracing a careful selection of more than 3,000 different works, and several thousand volumes. These books are furnished in no case to private individuals, but to municipal and school authorities at cost price, with the addition of an apportionment by the Chief Superintendent of one hundred per cent. upon all sums transmitted from local sources. Upwards of 150,000 volumes have already been sent out from this depository—24,689 volumes during the last six months. From the official catalogue for public libraries, selections of the best illustrated works, reward cards, &c., have been made for prizes in the public schools of Upper Canada. 100 per cent. is also allowed on all sums above \$5 transmitted to the Department for the purchase of these prize books.

8. *An Educational Museum*, embracing a large collection of school models, apparatus, fittings, &c. About 150 copies of paintings, illustrative of the works of the great masters of the Italian, Flemish, Dutch and German schools of painting, architectural casts, and some three or four hundred casts of Greek and Roman and Modern Sculpture, being statues and busts of personages and characters celebrated in ancient and modern history. (For List see Appendix.)

9. *Grounds surrounding the Buildings* ; designed not for ornament merely, but as a botanical garden, the flowers, plants and shrubs being labelled and accessible to students and others, to illustrate the lectures in vegetable physiology, and the lessons in botany, and from which specimens are selected and used in the schools for analysis and illustration.

The object of the construction and arrangements of the buildings and premises is to combine taste with necessity and convenience, to spend not a penny on mere ornament, but to render ornament subservient to utility, to impress upon all classes that an establishment symbolical of what the system of elementary and grammar schools of the country ought to be, and the primary agent in promoting what concerns the great mass of the people, and lies at the basis of our national civilization and advancement, should be second to no other institution in the country, in the comprehensiveness of its arrangements, the simplicity and perfection of its details, and the chaste elegance of its appearance—such as the eye can look upon with pleasure, and the mind contemplate with satisfaction. I believe the influence of every thing appertaining to such an establishment, identified as it is with the country at large, and such as the people may especially call their own, is by no means small ; and I hope that in the course of another year, we shall be able to render the establishment much more efficient and complete, much more acceptable to the country and worthy of it.

13. MISCELLANEOUS REMARKS.

1. In my last two annual reports I have discussed at large the provisions of the law and the character of its administration in regard to separate schools and the religious instruction of youth. I have shewn that to the churches and parents, and not to the government, or to any one paid out of public funds, appertains the duty of giving special religious instruction to children and of providing for their religious education. I have shown that what has been further claimed on the part of certain supporters of separate schools was inconsistent with what is granted to supporters of dissentient schools in Lower Canada, is inconsistent with what is required of trustees of common schools in Upper Canada, is an infringement of the rights and powers guaranteed to municipalities by successive Acts of Parliament, and inconsistent with any national system of public instruction. It is worthy of remark that though I have been personally attacked, and though successive attacks have been made by these parties on the school system, no answer has been attempted to the facts and authorities I have adduced in my reports referred to, showing how fallacious and unfounded are such attacks, and how much easier it is to repeat them *ad nauseum* than to reply to the exposures of them and the defence which has but made of the justice, the liberality, and the necessity of the existing provisions of the law. I may be excused, therefore, from travelling over the same ground in this report, as no new objections have been made to the law which I have not answered and replied in to my two last reports.

2. As to the Christian character of our school system, and its principles and regulations in regard to special religious instruction, its relations and influence in regard to the morals of youth and juvenile crime, what I have said in my preceding reports has remained unanswered and need not be again repeated. There are, however, two statements or charges made on this subject, which it may be proper for me to notice. The first charge is, that numbers of children in our cities and towns do not attend the schools provided for them. This is no valid objection to the school system—that numbers of persons will not avail themselves in behalf of their children of its liberal provisions for their instruction. As well might it be objected that the climate and soil of our country are bad, because numbers of persons do not avail themselves of either, but ruin their health by neglect and irregularities, and live in poverty by their indolence and vices. As well might it be objected, that the system of churches and their places of worship are bad, because there are numbers for whom they are provided who do not avail themselves of them. The neglect of many children in cities and towns, and even in country places, may argue the necessity of some further police or penal regulations in order to secure their attendance a portion of each year to some school, public or private, but can be no argument against the school system, or public schools, unless it can be shown (which is not pretended) that they do not sufficiently provide for the education of all the children of such municipalities.

3. Then as to the pretended array of the statistics of crime, and its alleged increase in our cities and towns, and the responsibility of our Common Schools for it, it may be sufficient to reply that, no proof has been adduced, or even attempted, to show that if crime has increased our Common Schools have been the cause of it. Nay it has never been shown,—not even in a single instance so far as I know—that the youthful criminals of our cities and towns, or of country places, have ever been attendants, much less regular attendants, at our Common Schools. On the contrary, every intelligent man in town or country, throughout Upper Canada, is a witness, that just in proportion as parents are sedulous to send their children to the Schools, and as children are punctual and diligent in attending them, are both those parents and children industrious and exemplary; and just in proportion as children turn their backs upon the school, and especially if allowed and encouraged to do so by their parents or others, are they idle, profligate and vicious. There is an increase of churches, of church ministrations and catechetical instructions, both Protestant and Roman Catholic, in our cities and towns; as well might the alleged increase of juvenile crime be charged upon this increase of church operations, as upon the increase of public school accommodations and teachers. Then of the statistics of juvenile crime and ignorance in proportion to population in the cities of Upper Canada be compared with those of England or Italy, where denominational schools alone are established, the result would show what abundant reason we have to congratulate ourselves, rather than lament, on account of the existence of a system of public schools which reaches out an uplifting hand to the poor and offers equal privileges and advantages to all classes.

No one can analyse the circumstances and character of these isolated but reiterated attacks upon our public schools and school system, without feeling that they originate in the same source and have a common object: the spirit of sectarian bigotry, against Catholic Christianity, the spirit of ecclesiastical despotism against public liberty and general knowledge, the spirit of individual selfishness against public patriotism and national progress.

While the local reports show, upon the whole, a gradual extension and advancement of our school system in all its aspects and ramifications, beyond that of any preceding year, they add to the accumulation of evidence furnished by the facts of the year from almost every municipality in Upper Canada, of the determination of the landholders and householders to maintain inviolate their individual and municipal rights in behalf of themselves and their children, and to extend and perpetuate that system of national education which will elevate Upper Canada to its high mission of virtue, intelligence, and greatness, and make its future generations justly proud of their ancestors. By the blessing of God, I doubt not the achievement of this result ; and I hope that each reader of this report, as well as myself, may contribute to hasten it.

I have the honor to be,

Your Excellency's

Most obedient and humble servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, July, 1857.

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For the Year 1856.

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PART II.—Table A.

THE COMMON SCHOOLS

COUNTIES.	R E C E I P T S .							Total Receipts for Common Schools, 1856.
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.					
	For Teachers' Salaries.	For Maps and Apparatus.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on Children.	Balances and other sources.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Glengarry	573 0 9	3 3 9	500 3 3	846 14 10	496 9 10	1 1 0	2420 13 5	
Stormont.....	377 2 5	1 5 0	362 7 8	854 18 2	356 9 3	356 9 3	2308 11 9	
Dundas.....	420 13 9	.....	407 12 6	1519 2 6	321 12 4	92 1 7	2761 2 8
Prescott	338 3 11	4 5 0	465 6 3	916 16 7	163 18 9	7 8 11	1895 19 5	
Russell.....	120 0 6	5 18 6	128 9 7	287 15 6	14 3 5	.....	556 7 6
Carleton	691 7 11	3 10 0	698 4 3	2117 15 2	932 3 3	75 17 0	4518 17 7	
Grenville.....	554 10 3	5 1 3	539 5 6	1461 13 1	441 12 7	133 17 8	3136 0 4	
Leeds	789 1 5	2 13 0	785 3 9	2536 0 0	1406 3 10	173 15 5	5692 17 5	
Lanark.....	662 11 5	29 9 4	683 11 3	2743 9 4	796 9 2	159 14 0	5075 4 6	
Renfrew	275 5 7	1 5 0	280 3 0	987 17 1	208 1 6	373 7 9	2125 19 11	
Frontenac	513 11 7	.....	525 0 0	1611 17 2	426 11 10	257 11 1	3334 11 8
Addington	407 9 4	8 6 3	235 0 0	1321 12 8	574 10 1	250 18 6	2797 16 10	
Lennox.....	179 10 9	9 17 6	240 0 0	818 9 3	206 10 5	160 8 10	1619 16 9	
Prince Edward.....	456 15 3	1 5 0	593 0 0	2533 7 1	832 9 3	101 4 3	4518 0 0	
Hastings.....	780 0 4	20 8 9	772 5 6	3565 8 6	782 2 2	79 13 5	5999 18 8	
Northumberland	755 18 1	8 3 9	758 13 8	4510 6 0	999 16 0	361 2 0	7393 19 16	
Durham	758 0 9	28 7 6	810 5 6	4837 3 9	1062 16 5	41 0 10	7537 14 9	
Peterborough	409 19 1	.....	541 19 1	2105 1 0	479 7 6	130 0 0	3666 7 6
Victoria	382 10 5	5 9 2	398 19 10	1931 16 2	140 14 8	591 17 3	3451 7 6	
Ontario	776 16 3	34 16 0	699 7 7	5079 16 1	1162 10 2	438 3 0	8191 9 1	
York.....	1428 0 4	75 15 2½	1511 10 8	8415 10 0	1993 4 1	327 14 9	13751 15 0½	
Peel	600 6 6	19 3 6	600 6 8	4439 10 3	980 7 6	363 18 0	7003 12 5	
Simcoe.....	808 17 11	24 14 3	789 9 10	5806 19 0	419 1 6	284 8 7	8133 11 1	
Halton.....	474 12 2	18 4 5	581 2 10	2963 8 0	2090 1 4	273 6 6	6400 15 3	
Wentworth	615 8 1	38 5 10	658 2 10	3928 11 4	1408 11 1	.....	6648 19 2
Brant	455 11 3	20 18 3	490 6 11	2731 4 8	1491 2 0	145 10 0	5334 13 1	
Lincoln	453 14 3	21 3 1	520 8 0	2645 19 8	1024 5 3	84 4 11	4749 15 2	
Welland	464 9 5	18 1 6	758 13 11	3085 10 10	1202 4 1½	.....	5529 0 7
Haldimand.....	504 15 4	46 19 3	650 3 3	3895 17 6	567 11 7	395 18 10	6061 5 9	
Norfolk	602 16 6	21 0 10	602 16 6	3570 15 7	706 1 3	87 15 6	5591 6 2	
Oxford	844 3 2	16 17 0	871 19 3	5897 15 11	1222 4 5	602 17 6	9455 17 3	
Waterloo.....	755 8 8	16 1 3	739 8 3	5069 9 1	746 11 6	736 14 1	8063 12 10	
Wellington.....	785 16 3	18 13 1	910 0 0	4718 14 1	724 13 8	.....	7157 17 1
Grey	403 7 9	20 11 1½	682 14 1	3513 3 0	75 5 5	.....	4695 1 4½
Perth	584 0 11	19 3 3	562 0 3	2793 13 6	251 17 0	86 8 11	4297 3 10	
Huron	707 3 6	45 3 0	704 3 6	4255 15 5	359 0 1½	253 19 1	6325 5 5	
Bruce	264 19 11	2 15 0	209 13 11	1903 1 3	120 17 4	540 4 11	3041 12 4	
Middlesex	983 6 8	9 0 0	908 12 1	6320 0 0	1396 12 9	691 6 5	10308 17 11	
Elgin.....	651 9 5	49 19 3	660 9 1	5364 17 9	1329 9 6	85 13 11	8141 18 11	
Kent.....	504 5 3	35 17 8	491 12 3	4854 7 5	445 3 5	351 10 3	6682 16 3	
Lambton.....	433 5 5	25 1 9	938 10 1	3606 10 10	337 4 11	317 13 11	5658 6 11	
Essex	454 16 10	4 12 0	466 19 1	1822 3 2	329 9 7	311 12 8	3389 13 4	
Total.....	24003 5 3	741 5 3	25734 2 3	134189 18 2	31025 13 4	9731 10 6	225425 14 9	
<i>Cities.</i>								
Toronto	1410 10 0	8 4 0	5980 0 0	224 13 6	.....	3016 4 4	10639 11 10
Hamilton	444 0 0	10 0 0	4582 16 9	.....	570 6 5	4395 16 2	10002 19 4
Kingston.....	529 10 0	1 14 5	900 0 0	.....	264 0 10	196 14 5	1891 19 8
London	333 0 0	16 10 0	2100 12 0	.....	6 0 0	528 19 6	2985 1 6
Ottawa.....	502 9 1	44 12 10	947 17 8	428 0 0	26 8 4	343 8 10	2292 16 9	
Total.....	3219 9 1	81 1 3	14511 6 5	652 13 6	866 15 7	8481 3 3	27812 9 1	

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus.	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1856.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1923 1 7	6 7 6	357 18 4	39 4 8	32 7 0	2358 19 1	61 14 4
1894 3 4	2 10 0	191 10 0	76 17 10	28 7 0	2193 8 2	115 3 7
2140 3 8	0 5 0	418 6 5	152 11 8	49 15 11	2761 2 8	.....
1563 13 2	8 10 0	147 5 1	89 2 7	26 8 9	1834 19 7	60 19 10
501 10 5	11 17 0	.....	.....	3 4 2	516 11 7	39 15 11
3471 11 2	7 0 0	105 0 2	94 16 0	76 18 5	3755 5 9	763 11 10
2856 3 10	30 2 6	39 9 4	97 1 6	113 3 2	3136 0 4	.....
4154 8 8	5 6 0	852 2 1	216 15 6	138 18 7	5367 10 10	325 6 7
4021 10 7	62 10 0	405 9 4	91 1 4	122 9 8	4703 0 11	372 3 7
1821 13 2	2 10 0	157 15 10	71 12 4	72 8 7	2125 19 11	.....
2786 12 3	8 5 0	199 12 8	95 15 5	149 9 6	3239 14 10	94 16 10
2221 8 2	16 12 6	304 10 0	45 10 6	209 15 8	2797 16 10	.....
1305 18 9	19 15 0	221 5 0	25 4 8	47 13 4	1619 16 9	.....
3485 11 6	9 15 11	656 19 3	78 3 0	232 3 6	4462 13 2	55 7 8
4548 18 5	40 17 6	1033 15 5	215 0 5	57 11 4	5896 3 1	103 15 7
5631 8 0	44 15 0	868 7 0	138 1 0	710 9 6	7393 0 6	0 19 0
6271 8 6	56 15 0	621 17 4	213 11 9	355 7 11	7519 0 6	18 14 3
2796 3 9	.....	539 15 4	85 4 5	97 2 4	3518 5 10	148 1 8
2971 10 7	10 18 4	310 10 2	56 0 1	92 4 8	3441 3 10	10 3 8
6870 1 8	69 12 0	1181 11 2	191 1 1	379 3 2	8191 9 1	.....
8785 0 4	179 6 9	2521 1 5	397 0 1	823 5 7	12705 14 2	1046 0 10½
5960 6 8	38 7 0	548 17 4	179 17 6	276 3 11	7003 12 5	.....
5991 14 8	49 8 6	1423 13 4	165 7 2	503 7 5	8133 11 1	.....
3946 4 4	47 19 8	2058 5 11	100 12 11	247 12 5	6400 15 3	.....
4672 3 3	76 11 8	1300 8 5	81 15 5	258 3 3	6389 2 0	259 17 2
4397 1 8	41 16 6	265 9 0	262 7 3	355 14 1	5322 8 6	12 4 7
8609 1 2	44 19 10	601 13 2	100 15 3	291 9 3	4647 18 8	101 16 6
4526 9 6	43 10 10	482 14 5	124 5 7	333 8 4	5510 8 8	18 11 11
4449 16 5	93 18 6	1042 10 3	237 6 7	237 14 0	6061 5 9	.....
4216 15 8	42 1 8	330 10 2	151 1 2	238 4 11	4978 13 7	612 12 7
6968 3 11	50 15 4	1887 4 9	232 2 8	317 10 7	9455 17 3	.....
5482 16 5	32 2 6	1661 1 8	257 19 10	413 16 11	7847 17 4	215 15 6
5083 17 0	37 6 2	1262 11 2	273 8 7	370 10 5	7027 13 4	130 3 9
3495 2 3	41 2 3	747 0 5	119 14 3	216 15 1	4619 14 3	75 7-1½
3535 16 5	38 6 6	428 14 11	77 18 0	216 8 0	4297 3 10	.....
5034 6 4	90 6 0	386 6 7	247 3 4	156 6 11	5914 9 2	410 16 3
1407 7 6	5 10 0	621 15 2	60 17 0	122 12 4	2218 2 0	823 10 4
8334 2 2	18 0 0	1039 7 0	327 1 1	590 7 8	10308 17 11	.....
5577 18 6	99 18 6	1877 16 9	154 1 6	432 3 8	8141 18 11	.....
4146 12 2	71 15 4	2071 11 7	164 18 4	227 18 10	6682 16 3	.....
3814 17 8	50 3 6	773 16 3	158 11 7	372 18 0	5170 7 0	487 19 11
2935 6 2	9 4 0	148 0 9	85 7 6	54 14 0	3232 12 5	157 0 11
169108 1 4	1616 15 3	32093 10 4	6032 8 4	10052 7 9	218903 3 0	6522 11 9
4101 17 6	16 8 0	950 9 1	1239 2 8	2061 11 9	8369 9 0	2270 2 10
3054 14 5	20 0 0	.....	1509 16 6	1889 3 5	6473 14 4	3529 5 0
1202 8 5	3 15 0	.....	145 6 3	146 11 6	1498 1 2	393 18 6
1458 15 8	33 0 0	53 8 0	.....	255 5 10	1800 9 6	1184 12 0
980 13 4	89 5 7	.....	.....	102 8 8	1172 7 7	1120 9 2
10798 9 4	162 8 7	1003 17 1	2894 5 5	4455 1 2	19314 1 7	8498 7 6

PART II.—Table A.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	RECEIPTS.						
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES				Total Receipts for Common Schools, 1856.
	For	For Maps	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill on Children.	Balances and other sources.	
	Teachers' Salaries.	and Apparatus.					
Towns.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bellefille.....	208 1 7	5 15 0	662 10 10	.....	.....	960 19 9	1835 7 2
Brantford	132 13 9	5 0 0	501 13 6	.....	298 6 9	374 12 9	1312 6 9
Brockville	123 13 0	2 10 0	811 5 0	.....	13 6 4	1053 7 2	2004 1 6
Chatham.....	92 19 6	9 16 8	980 0 0	.....	146 17 6	62 16 7	1292 10 3
Cobourg.....	88 17 10	2 1 8	350 0 0	.....	192 19 3	92 4 5	726 3 2
Cornwall.....	44 0 6	3 0 0	100 0 0	.....	.....	170 0 0	317 0 6
Dundas.....	85 9 5	.....	150 0 0	.....	86 10 0	145 0 0	466 19 5
Goderich.....	64 15 0	61 19 6	553 15 0	.....	2 13 2	109 0 11	792 3 7
Guelph.....	127 1 0	6 19 2	743 6 1	.....	106 13 0	150 10 9	1134 10 0
Niagara.....	107 0 5	.....	214 4 6	.....	83 2 4	49 12 5	453 19 8
Paris.....	64 8 0	.....	643 5 11	.....	.....	62 7 6	770 1 5
Perth.....	55 15 0	.....	522 18 2	.....	101 16 3	811 13 5	1492 7 10
Peterboro'	78 9 2	.....	250 0 0	.....	358 2 2	992 3 9	1678 15 1
Pictou.....	51 13 1	.....	180 0 0	.....	80 0 0	40 14 1	352 7 2
Port Hope	101 15 0	28 1 2	241 15 7	.....	168 3 10	134 16 4	674 11 11
Prescott.....	105 4 0	3 2 6	169 0 0	.....	138 1 3	.....	415 7 9
St. Catharines	128 4 1	.....	700 0 0	.....	155 7 8	23 9 8	1007 1 5
Whitby.....	46 19 9	30 4 4	700 0 0	.....	141 1 7	276 19 6	1195 5 2
Total.....	1707 0 1	156 10 0	8473 14 7	.....	2073 1 1	5510 14 0	17920 19 9
Town Municipalities.							
Amherstburgh	89 18 0	1 5 0	175 0 0	.....	53 8 9	203 17 5	525 9 2
Barrie.....	52 17 8	1 6 7	200 0 0	15 0 0	46 5 10	24 3 7	339 13 8
Simcoe.....	48 2 0	.....	234 0 0	.....	50 0 0	73 4 10	405 6 10
Woodstock.....	66 12 0	.....	460 0 0	.....	166 2 10	543 6 9	1236 1 7
Total.....	257 9 8	2 11 7	1069 0 0	15 0 0	315 17 5	846 12 7	2506 11 3
Incorporated Villages.							
Berlin.....	34 0 9	.....	243 19 3	.....	.....	4 19 7	282 19 7
Bowmanville.....	50 17 6	.....	200 0 0	.....	92 10 0	1380 1 4	1723 8 10
Brampton.....	26 12 9	.....	519 3 9	.....	.....	133 10 2	679 6 8
Caledonia.....	24 4 9	.....	285 0 0	.....	77 18 3	2 6 11	389 9 11
Chippewa.....	31 14 7	2 10 0	260 17 11	.....	36 4 2	66 3 9	397 10 5
Galt.....	64 2 1	21 11 6	453 1 4	.....	10 9 7	3838 18 0	4388 2 6
Ingersoll.....	46 5 0	2 15 0	775 0 0	.....	93 7 11	158 18 10	1076 6 9
Napanee.....	33 17 2	5 0 0	140 18 10	.....	58 8 11	41 16 3	280 1 2
Oshawa.....	24 12 0	.....	150 0 0	.....	42 5 7	1688 14 6	1905 12 1
Preston.....	30 19 9	2 10 0	330 0 0	.....	65 16 11	119 19 0	549 5 8
St. Mary's.....	29 19 5	3 19 9	130 0 0	.....	.....	15 3 11	179 3 1
St. Thomas.....	39 17 4	25 0 0	275 0 0	353 13 5	122 16 3	717 15 11	1534 2 11
Smith's Falls.....	30 10 7	.....	120 0 0	9 9 5	45 8 9	62 17 3	268 6 0
Stratford.....	39 13 6	15 5 5	89 13 6	21 16 5	.....	271 10 8	437 19 6
Thorold.....	53 15 6	.....	150 0 0	.....	39 10 4	38 5 11	281 11 9
Trenton.....	33 6 0	.....	33 6 0	112 3 0	.....	10 19 6	189 14 6
Windsor.....	29 19 5	.....	270 1 11	.....	.....	.....	300 1 4
Vienna.....	25 1 4	7 0 8	125 0 0	.....	.....	.....	157 1 7
Yorkville.....	32 7 6	.....	187 10 0	.....	.....	16 6 0	236 3 6
Total.....	681 16 11	85 11 11	4738 12 6	497 2 3	684 16 8	8568 7 6	15256 7 9
Total for 1856.....	29869 1 0	1067 0 0	54526 15 9	135354 13 11	34966 4 1	33138 7 10	288922 2 7
Total for 1855.....	24474 11 11	575 7 5	45123 17 2	109711 5 4	30807 1 8	26259 17 9	236952 1 3
Increase	5394 9 1	491 12 7	9402 18 7	25643 8 7	4159 2 5	6878 10 1	51970 1 4

OF UPPER CANADA, 1856.

PART II.—Table A.—(Continued.)

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus.	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1856.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
837 12 10	7 10 0	.....	43 8 11	371 0 0	1259 11 9	575 15 5
939 9 5	10 0 0	68 8 1	37 1 10	155 12 10	1210 12 2	101 14 7
580 2 0	5 0 0	1238 8 3	.....	84 16 10	1908 7 1	95 14 5
619 17 11	19 13 3	12 10 0	77 10 0	82 4 1	811 15 3	480 15 0
512 1 6	4 3 3	48 0 0	7 13 6	78 7 6	650 5 9	75 17 5
203 1 8	6 0 0	.....	5 11 6	54 5 4	268 18 6	48 12 0
280 0 0	.....	17 17 6	84 1 0	.....	381 18 6	85 10 11
376 16 5	123 18 11	.....	59 15 7	156 12 5	717 3 4	75 10 3
571 10 7	26 12 6	259 5 8	155 0 1	59 13 8	1072 2 6	62 7 6
351 14 2	.....	2 10 0	37 10 0	62 5 6	1453 19 8	.....
413 10 0	.....	200 0 0	62 0 0	48 12 6	724 2 6	45 18 11
659 7 6	7 7 6	654 3 11	24 15 3	146 13 8	492 7 10	.....
620 0 0	.....	.....	73 13 2	37 1 1	730 14 3	948 0 10
289 18 9	.....	.....	15 17 9	46 10 8	352 7 2	.....
483 7 1	56 2 3	15 0 0	46 15 8	25 0 0	626 5 0	48 6 11
295 7 0	6 5 0	.....	19 1 2	15 0 5	385 13 7	79 14 2
691 13 4	25 17 2	.....	55 1 5	126 18 3	899 10 2	107 11 3
424 18 11	60 8 7	355 1 4	107 10 8	247 5 8	1195 5 2	.....
9150 9 1	558 18 5	2871 4 9	912 7 6	1798 0 5	15091 0 2	2829 19 7
335 0 0	2 10 0	.....	.....	187 19 2	525 9 2	.....
183 8 8	2 13 2	29 5 4	6 10 0	31 18 3	253 15 5	85 18 3
225 18 3	20 0 0	.....	8 0 7	50 18 5	304 17 3	100 9 7
545 0 0	.....	.....	43 5 2	340 10 1	928 15 3	307 6 4
1289 6 11	25 3 2	29 5 4	57 15 9	611 5 11	2012 17 1	493 14 2
211 5 0	25 0 0	.....	.....	38 6 5	274 11 5	8 8 2
342 0 0	.....	1290 0 0	22 10 0	23 0 0	1677 10 0	45 18 10
258 5 0	.....	348 11 4	14 18 10	57 11 6	679 6 8	.....
271 17 1	.....	61 19 5	10 19 7	28 9 7	373 5 8	16 4 3
193 15 0	5 0 0	121 10 10	24 13 10	30 3 3	375 2 11	22 7 6
499 13 4	43 3 0	3764 18 11	28 0 9	48 9 9	4384 5 9	3 16 9
380 3 4	5 10 0	6 10 0	2 18 5	681 5 0	1076 6 9	.....
166 10 7	10 0 0	2 17 6	16 15 7	83 17 6	280 1 2	.....
118 15 0	22 0 0	1046 15 3	31 1 0	45 4 9	1263 16 0	641 16 1
303 17 6	5 1 3	109 2 1	16 15 0	27 8 10	462 4 8	87 1 0
162 8 2	7 17 5	8 17 6	.....	.....	179 3 1	.....
366 13 4	50 0 0	.....	.....	1019 13 4	1436 6 8	97 16 3
160 0 0	.....	48 8 9	49 1 3	10 16 0	268 6 0	.....
290 4 1	89 8 0	.....	4 14 0	53 13 5	437 19 6	.....
206 17 10	.....	.....	.....	14 13 7	221 11 5	60 0 4
137 12 4	.....	.....	.....	13 3 8	150 16 0	38 18 6
190 12 6	.....	.....	77 11 3	26 17 7	295 1 4	5 0 0
116 10 0	14 0 5	.....	.....	18 9 5	148 19 10	8 1 9
197 10 0	.....	.....	.....	24 4 1	221 14 1	14 9 5
4574 10 1	277 0 1	6809 11 7	299 19 6	2245 7 8	14206 8 11	1069 18 10
194920 16 9	2440 5 6	42807 9 1	10196 16 6	19162 2 11	269527 10 9	19394 11 10
170027 7 6	2064 7 3	34272 11 7	5920 19 10	12533 7 1	224818 13 3	12133 8 0
24893 9 3	375 18 3	8534 17 6	4275 16 8	6628 15 10	44708 17 6	7261 3 10

PART II.—Table B.

THE COMMON SCHOOLS

COUNTIES.	PUPILS ATTENDING THE											
	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of children attending school.	Boys.	Girls.	Indigent children.	No. of children attending school less than 20 days during the year.	No. of children attending school between 20 and 50 days during the year.	No. of children attending school between 50 and 100 days during the year.	No. of children attending school between 100 and 150 days during the year.	No. of children attending school between 150 and 200 days during the year.	No. of children attending school between 200 and the whole year, 260 days.
<i>Counties.</i>												
Glengarry	3127	148	3275	1837	1438	39	223	553	813	730	527	429
Stormont	3111	452	3563	1865	1698	25	345	637	947	971	438	225
Dundas	4019	219	4238	2183	2055	35	615	949	914	876	481	339
Prescott	2291	125	2416	1322	1094	9	284	456	604	540	267	187
Russell	612	67	679	359	320	14	119	138	132	142	82	66
Carleton	5142	303	5445	3054	2391	114	509	945	1393	1153	744	464
Grenville	4439	340	4779	2600	2179	43	467	884	1130	888	822	588
Leeds	7289	645	7934	4174	3760	112	992	1610	1829	1554	911	378
Lanark	5521	520	6041	3363	2678	70	529	1112	1503	1250	873	770
Renfrew	1533	409	1942	1107	835	15	201	342	389	254	224	249
Frontenac	4091	961	5052	2253	2799	58	915	1096	1313	948	472	308
Addington	2478	1320	3798	1967	1831	55	472	799	987	745	534	224
Lennox	1606	313	1919	1031	888	45	245	437	532	402	176	127
Prince Edward.....	4134	638	4772	2639	2133	73	462	1060	1378	1027	615	230
Hastings.....	6535	616	7151	3820	3331	82	829	1356	1727	1393	916	478
Northumberland.....	6621	676	7297	3815	3482	49	1005	1690	2235	1284	719	364
Durham	5597	1648	7245	4163	3082	144	777	1553	1844	1329	961	761
Peterboro'	3307	268	3575	1922	1653	44	214	755	873	672	559	502
Victoria	3404	176	3580	2020	1560	31	355	750	942	621	460	225
Ontario	7308	1153	8461	4390	4071	.....	1063	1755	1865	2034	957	787
York.....	10060	323	10383	6283	4100	297	1145	2152	2583	1988	1423	1092
Peel	4989	314	5303	2952	2351	601	494	987	1201	1050	833	738
Simcoe.....	6454	937	7391	3890	3501	76	1045	1652	1808	1763	715	408
Halton.....	4008	316	4324	2445	1879	85	436	776	1099	837	533	332
Wentworth.....	5414	499	5913	3328	2585	88	710	1245	1552	1143	772	491
Brant	3776	492	4268	2392	1876	78	408	853	1082	919	599	401
Lincoln	3714	372	4086	2282	1804	78	444	767	1022	766	468	310
Welland	4170	653	4823	2678	2145	65	641	1086	1309	906	630	251
Haldimand.....	4539	277	4816	2598	2218	45	556	850	1286	997	574	320
Norfolk	5560	822	6382	3369	3013	80	899	1618	1661	1072	574	373
Oxford.....	7879	730	8609	4757	3852	144	931	1586	1971	1463	915	505
Waterloo.....	6612	407	7019	3961	3058	82	840	1402	1790	1345	947	695
Wellington.....	6430	425	6855	3813	3042	87	841	1492	1782	1236	890	442
Grey	4011	157	4168	2234	1934	5	474	788	1107	768	395	199
Perth	4305	168	4473	2498	1975	45	444	907	1116	877	639	381
Huron	5769	284	6053	3350	2703	49	805	1260	1519	1033	825	611
Bruce	1601	218	1819	930	889	1	253	380	402	361	252	171
Middlesex	8821	818	9639	5341	4298	87	1074	1993	2488	1955	1303	648
Elgin.....	6083	626	6709	3721	2988	103	897	1551	1943	1261	770	287
Kent.....	4098	446	4545	2555	1990	48	630	1037	1284	893	437	264
Lambton.....	3937	361	4298	2192	2106	36	542	913	1133	830	438	156
Essex.....	2972	91	3063	1784	1279	98	279	597	787	599	435	366
Total.....	197368	20733	218101	119237	98864	8315	25409	44769	55275	42875	27105	17142
<i>Cities.</i>												
Toronto	4238	1086	5324	2510	2814	.....	582	831	1108	678	668	371
Hamilton	3197	137	3334	1986	1348	.....	.....	198	536	529	487	1584
Kingston.....	2037	77	2114	1229	885	.....	164	193	369	391	423	574
London	2192	37	2229	1227	1002	.....	130	181	302	348	454	814
Ottawa.....	1434	23	1457	890	567	.....	317	658	154	113	101	114
Total.....	13098	1360	14458	7842	6616	.....	1193	2061	2469	2059	2133	3457

COMMON SCHOOLS.

COMMON SCHOOLS.																		OTHER INFORMATION.		
NUMBER IN THE DIFFERENT BRANCHES OF EDUCATION.																		Per cent. of Population not able to read or write.	No. of children not attending school.	No. of children whose attendance is not reported.
Reading.					Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Nat. Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.			
First or lowest class.	Second or next to lowest class.	Third or middle class.	Fourth or next to highest class.	Fifth or highest class.																
579	554	691	743	652	1537	702	575	198	1894	31	20	28	10	84	85	.....	29	25	1608	.....
716	590	704	784	513	1321	415	412	39	1624	39	2	3	7	9	.....	.....	.....	16	760	.....
791	664	719	890	650	1540	605	525	103	1448	71	12	20	4	37	3	.....	.....	11	944	64
493	452	500	490	407	1111	485	428	137	1237	38	13	17	6	60	60	20	13	29	1332	78
152	112	138	124	98	285	85	134	44	365	25	111	11	8	16	.....	.....	2	20	385	.....
817	973	1271	1141	780	2289	719	1069	202	2612	65	21	33	16	67	120	2	93	16	1653	237
840	942	1033	1023	906	2105	747	869	213	2409	81	30	31	25	123	.....	103	20	13	936	.....
1350	1506	1693	1625	1287	3263	1194	1263	218	3988	64	27	23	25	66	10	.....	7	9	1117	660
817	1036	1260	1263	1214	2676	957	1045	176	3083	92	49	35	31	55	140	7	25	8	1634	4
358	374	427	417	272	730	323	333	22	922	12	1	1	1	19	.....	42	23	21	836	283
827	940	1005	818	612	1767	636	781	109	1898	31	5	14	9	49	93	.....	7	11	932	.....
736	746	725	709	701	1767	811	939	315	1741	130	19	53	32	127	.....	163	101	12	950	37
277	315	337	320	373	902	366	502	196	836	55	40	22	21	29	58	.....	36	14	325	.....
728	874	1076	1116	962	2703	1084	1818	516	2755	223	47	99	60	214	533	7	200	8	932	.....
1425	1226	1575	1330	1141	3162	1316	1986	489	3399	96	10	79	33	157	241	2	13	14	1601	452
1515	1673	1851	1423	679	3212	1470	1712	196	3584	69	16	25	18	109	277	60	34	10	1846	.....
1200	1296	1535	1448	1099	3177	876	1415	158	3581	135	48	65	30	44	52	2	4	9	1502	20
665	757	815	719	510	1625	431	571	228	1782	37	40	15	13	91	99	.....	26	.....	1011	.....
722	680	796	621	518	1382	446	614	149	1547	23	12	31	19	79	60	26	14	15	964	227
1308	1437	1710	1595	1324	3037	1344	1950	875	3765	219	88	150	85	318	323	163	241	12	1091	.....
1795	2283	2389	1937	1734	6465	2373	4123	828	6478	272	128	127	93	394	514	161	307	13	2431	.....
959	1004	1304	1034	894	2554	887	1377	232	2815	121	73	79	32	63	148	52	37	.....	2043	.....
1395	1520	1816	1236	765	2962	843	1189	200	3227	62	16	22	15	85	72	.....	68	14	2425	.....
680	847	955	899	860	2440	1024	2072	581	2113	79	44	70	44	135	327	125	56	.....	967	311
1120	1123	1137	963	845	2870	1077	1373	300	3030	150	41	87	44	187	268	5	73	8	1592	.....
933	820	882	763	734	2327	943	2129	457	2340	125	25	85	21	117	203	90	2	8	948	6
709	677	771	781	601	1917	702	1080	334	2014	57	12	49	37	297	308	85	152	11	1804	309
712	798	868	899	884	1890	930	1328	509	2109	134	47	112	34	137	298	64	257	16	907	.....
905	974	1004	918	668	2102	803	1146	202	2280	53	2	40	14	62	273	40	17	10	793	233
1075	1130	1236	1173	1187	2739	1081	1546	393	2929	101	41	52	42	298	156	133	177	11	624	185
1479	1707	1700	1569	1398	3991	1332	2278	412	4263	91	42	69	51	246	569	.....	222	6	1655	1238
1435	1590	1567	1014	657	3396	1035	1519	302	3813	56	9	35	41	153	1043	.....	86	8	1443	.....
1957	1399	1534	1203	884	3244	1281	1835	327	3282	55	49	52	50	143	14	72	65	15	1957	172
905	915	980	743	316	1648	568	546	240	1783	45	16	12	10	163	252	65	1	26	1350	437
975	998	1021	798	589	1676	573	875	119	1930	16	6	12	3	71	76	.....	15	13	1455	109
1117	1390	1517	1319	752	2688	864	1342	162	3090	17	13	5	8	.....	.....	.....	.....	17	2306	.....
365	383	379	297	128	639	155	218	24	595	8	4	.....	.....	.....	64	.....	30	8	389	.....
1453	1670	1892	1723	2212	4507	1762	2841	762	4872	292	55	150	84	278	230	3	73	11	2303	178
1231	1215	1375	1316	1545	3465	1230	2072	538	3625	144	49	118	24	141	121	39	207	10	1263	.....
767	754	948	774	929	2452	826	999	333	2382	88	24	32	7	90	60	55	34	15	1267	.....
773	889	1037	814	585	1820	768	933	53	1908	27	6	11	5	3	273	.....	28	10	837	236
706	620	753	587	332	1396	705	685	145	1579	29	3	2	1	34	86	8	71	26	800	.....
39762	41873	96926	41398	34197	98779	36674	52447	11836	106927	3558	1326	1976	1113	4851	7505	1594	2866	14	54018	5526
1369	957	1013	498	501	2838	2170	3451	1618	2863	114	109	138	78	394	3587	1222	20	N.R.	2500	1086
897	1060	640	507	140	2243	1078	3234	800	2243	104	82	70	44	136	3234	2243	2163	N.R.		
358	413	461	367	279	1031	656	598	281	1077	41	16	11	15	.....	310	.....	132	N.R.		
743	544	597	337	198	1376	934	2219	423	1381	30	108	218	25	108	2219	423	53	N.R.		
448	527	240	137	94	711	387	251	75	901	24	9	11	7	128	163	5	.....	N.R.		
3815	3501	2951	1846	1212	8199	5225	9753	3197	8465	313	324	448	169	766	9513	3893	2368	.....	2500	1086

PART II.—Table B.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	PUPILS ATTENDING THE											
	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of children attending school.	Boys.	Girls.	Indigent children.	No. of children attending school less than 20 days during the year.	No. of children attending school between 20 and 50 days during the year.	No. of children attending school between 50 and 100 days during the year.	No. of children attending school between 100 and 150 days during the year.	No. of children attending school between 150 and 200 days during the year.	No. of children attending school between 200 and the whole year, 260 days.
<i>Towns.</i>												
Belleville.....	1153	45	1198	698	500	25	81	81	233	255	162	386
Brantford	1001	54	1055	493	562	91	46	87	124	116	197	485
Brockville	801	49	850	447	403	.....	4	.....	48	100	25	5
Chatham	582	8	590	343	247	17	20	67	114	110	120	159
Cobourg	524	8	532	323	209	38	26	71	101	87	101	106
Cornwall.....	344	29	373	244	129	34	22	43	91	96	56	65
Dundas	230	.....	230	170	60	52	.....	6	30	35	45	80
Goderich.....	588	1	589	323	266	.....	48	99	141	144	93	64
Guelph.....	732	22	754	407	347	14	55	143	148	184	23	13
Niagara	497	31	528	268	260	65	24	67	131	84	104	118
Paris.....	641	27	668	378	290	21	32	68	125	118	89	20
Perth	302	7	309	146	163	.....	3	27	35	55	76	113
Peterboro'	488	10	498	281	217	21	.....	.....	.....	.....	.....	.....
Picton	310	16	326	183	143	21	1	10	20	60	39	196
Port Hope	515	80	595	346	249	24	27	93	171	107	111	86
Prescott	370	27	397	232	165	62	14	50	86	81	84	82
St. Catharines	527	10	537	271	266	8	30	65	65	50	45	35
Whitby.....	491	30	521	296	225	11	18	32	79	153	137	102
Total.....	10096	454	10550	5849	4701	504	451	1009	1742	1335	1507	2115
<i>Town Municipalities.</i>												
Amherstburgh	321	9	330	162	168	24	10	19	44	63	52	142
Barrie	241	132	373	200	173	12	61	83	72	73	49	33
Simcoe.....	302	89	391	198	193	.....	74	98	113	57	37	12
Woodstock.....	800	45	845	445	400	72	.....	116	150	166	186	182
Total.....	1664	275	1939	1005	934	108	145	316	379	359	324	369
<i>Incorporated Villages.</i>												
Berlin	375	.....	375	205	170	.....	93	50	45	62	67	58
Bowmanville.....	437	9	446	250	196	16	44	58	112	65	98	69
Brampton	312	2	314	150	164	.....	16	12	23	55	77	85
Caledonia.....	333	14	347	218	129	15	50	95	84	59	34	25
Chippewa.....	240	33	273	153	120	13	39	47	63	39	47	38
Galt	644	30	674	353	321	.....	.....	102	111	95	100	266
Ingersoll.....	250	10	260	156	104	.....	10	40	70	60	50	30
Napanee	293	15	308	185	123	6	52	85	87	71	11	2
Oshawa.....	150	20	170	70	100	12	.....	.....	.....	.....	.....	.....
Preston.....	176	38	214	107	107	.....	.....	15	20	29	55	9

COMMON SCHOOLS.																			OTHER INFORMATION.		
NUMBER IN THE DIFFERENT BRANCHES OF EDUCATION.																			Per cent. of Population not able to read or write.	No. of children not attending school.	No. of children whose attendance is not reported.
Reading.					Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Elements of Nat. Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.				
First or lowest class.	Second or next to lowest class.	Third or middle class.	Fourth or next to highest class.	Fifth or highest class.																	
372	287	217	168	155	682	610	848	82	653	34	1	11	5	55	.....	142	.....	N.R.	110	.....
240	308	321	107	115	640	383	659	462	628	17	17	186	45	127	276	182	182	N.R.	400	.....
200	154	189	178	129	531	435	500	115	548	20	.....	.....	22	120	.....	.....	18	N.R.	.....	668
125	111	124	132	172	415	138	234	282	408	41	6	4	.....	70	146	150	60	3	60	.....
78	116	129	90	62	243	140	174	101	246	4	5	10	2	48	.....	.....	10	N.R.	.....	40
58	97	89	89	62	190	143	166	92	213	30	6	17	.....	39	.....	.....	.....	N.R.	.....	.....
15	20	40	60	95	195	195	215	80	195	30	10	5	5	195	45	15	.....	N.R.	393	34
127	153	157	110	48	609	132	309	44	309	6	3	8	.....	52	309	60	135	N.R.	64	.....
144	146	194	99	49	417	234	289	82	336	19	11	10	16	13	38	8	12	N.R.	239	188	
158	105	170	86	69	358	228	217	71	363	15	5	15	4	61	.....	.....	133	N.R.	.....	.....
207	86	154	119	102	363	169	305	82	361	10	14	14	8	84	205	.....	.....	N.R.	66	216
108	74	56	45	26	201	127	309	71	201	26	.....	7	6	26	163	45	2	80	198	.....
79	97	125	132	45	323	298	352	177	376	4	6	2	3	12	103	8	130	N.R.	.....	498
62	36	20	80	63	76	82	44	6	101	.....	.....	.....	.....	.....	.....	.....	.....	5	8	.....
133	112	108	125	111	406	174	357	.....	220	50	5	7	6	59	.....	.....	.....	10	511	.....
50	68	92	102	85	258	140	172	30	247	18	.....	2	2	.....	.....	.....	.....	N.R.	.....	.....
120	98	132	135	52	337	170	306	69	202	15	5	1	1	47	335	.....	.....	N.R.	.....	247
101	110	92	104	430	171	229	78	430	17	.....	14	5	215	223	335	13	.....	N.R.	63	.....
2377	2173	2409	1911	1870	5815	4027	5534	2276	5619	339	108	299	340	1231	1955	623	702	24	2112	1891	
52	74	34	87	20	105	87	92	.....	129	9	4	8	4	.....	.....	.....	4	.....	200	.....
105	67	93	58	50	153	115	117	.....	248	1	.....	.....	.....	.....	.....	.....	.....	15	364	2
143	86	72	45	44	160	35	57	28	100	2	.....	5	3	16	.....	.....	.....	.....	.....	.....
290	75	68	102	100	705	420	165	122	420	76	74	38	14	177	800	350	130	3	60	45	
590	302	267	292	224	1123	657	431	150	895	88	78	51	21	193	800	350	134	18	624	47	
111	61	58	80	65	263	97	128	26	249	10	6	7	6	126	214	6	12	3	.....	.....
78	78	124	110	38	350	153	302	22	340	.....	.....	.....	.....	.....	.....	.....	.....	.....	271	.....
72	63	73	58	48	225	150	209	48	225	.....	.....	9	6	48	.....	.....	.....	N.R.	16	46
77	81	91	71	27	171	52	89	18	168	55	11	5	2	3	.....	.....	.....	N.R.	30	.....
32	59	78	91	125	209	140	257	.....	192	6	14	19	4	.....	273	.....	.....	20	.....	.....
84	81	61	59	76	216	145	674	.....	218	3	4	14	20	59	674	.....	39	1	.....	.....
40	45	60	60	55	160	100	130	.....	160	.....	.....	19	2	.....	.....	.....	.....	N.R.	166	.....
56	86	49	76	41	173	39	58	16	179	4	.....	.....	.....	10	.....	.....	.....	N.R.	.....	.....
30	30	25	40	25	80	40	60	35	90	25	.....	8	6	40	.....	25	25	N.R.	483	170
45	40	24	18	32	137	73	182	15	114	.....	.....	10	3	12	.....	.....	28	N.R.	334	.....
88	71	69	71	60	166	111	236	18	190	8	2	2	2	33	.....	.....	.....	N.R.	210	.....
66	63	72	.....	36	165	89	169	44	149	7	.....	5	2	56	.....	19	43	1	.....	.....
7	24	31	47	25	101	22	26	13	114	2	3	2	3	.....	.....	.....	.....	N.R.	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....
29	75	54	43	52	134	46	98	24	110	14	.....	3	.....	18	.....	.....	.....	16	.....	.....
37	56	60	59	40	180	25	170	22	120	5	1	.....	1	17	.....	.....	.....	10	.....	2
73	54	51	50	53	113	34	39	14	149	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....
38	32	64	5	49	147	104	178	.....	150	3	2	10	2	15	.....	.....	15	75	50	.....
124	69	64	39	38	141	121	141	77	210	.....	.....	.....	.....	38	78	.....	38	N.R.	.....	.....
1087	1068	1108	1027	885	3124	1541	3147	392	8127	125	43	115	60	475	1239	50	200	16	1077	218	
47631	48917	53661	46474	38388	117040	48124	71312	17851	125033	4423	1879	2890	1703	7516	21016	6510	6276	18	60331	8768	
42151	44502	49656	42350	31903	103866	40660	58291	13960	111172	3868	1810	2699	1279	6195	18243	7220	4931	13	N.R.	N.R.	
5480	4415	4005	4124	6485	8174	7464	13021	3591	13681	555	69	191	424	1321	2773	.....	1239	5	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	710	.....	.....	.....	.....

PART II.—Table C.

THE COMMON SCHOOLS

COUNTIES.	COMMON SCHOOL																
	TOTAL.			RELIGIOUS DENOMINATIONS.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro-Testant.	Unitarians.	Universalists.	Other Persuasions.	Not Reported.
<i>Counties.</i>																	
Glengarry	64	40	24	2	24	34	2	1									1
Stormont.....	62	30	32	17	10	20	8									2	3
Dundas.....	73	36	37	23	7	17	21	1	1							1	2
Prescott	52	25	27	5	12	18	11		1							3	2
Russell	18	10	8	6		8	4										
Carleton	81	71	10	18	18	18	9	5				2	2			6	8
Grenville	88	49	39	20	9	17	33	3								5	1
Leeds	136	75	61	39	9	23	60	4	1								
Lanark.....	108	77	31	21	16	30	19	15	5			2					
Renfrew	43	28	15	8	8	12	4		1							5	5
Frontenac	79	36	43	22	16	2	31	2	1								5
Addington	78	53	25	21	6	9	41					1					
Lennox.....	42	24	18	19	9	2	12										
Prince Edward	87	68	19	21	11	6	49										
Hastings	133	77	56	17	23	5	71	5	2		1	1		2	1		5
Northumberland	113	69	44	16	12	23	38	11			4	1	2	1		2	3
Durham	89	82	7	29	1	32	11	6	1			1				5	2
Peterborough.....	52	43	9	6	5	16	13	3	2	1	1					1	2
Victoria	55	46	9	13	5	12	9	3	2	1		1	2	1			6
Ontario.....	93	83	10	20	2	33	23	6	3			1		1	1		3
York	140	115	25	16	14	50	35	10	13	1	1						
Peel	76	71	5	10	6	21	24	2	3	1			1			2	6
Simcoe	110	81	29	29	15	17	31	6	3				4	1	1		3
Halton	58	48	10	8	1	24	25										
Wentworth.....	75	55	20	19	2	29	20	2				1				2	
Brant	65	52	13	10	1	21	23	2	5	1			1	1			
Lincoln.....	71	56	15	15		13	35	2				2	2			2	
Welland	87	56	31	15	1	20	31	8	6		1	1				1	2
Haldimand.....	85	58	27	12	8	23	21	4	5	1				3			3
Norfolk.....	103	78	30	8	1	16	45	37	1								
Oxford	116	98	18	11	5	41	45	7	3	1			1			1	1
Waterloo	81	78	3	10	15	26	16	9	2			2	1				
Wellington	79	66	13	11	13	16	25	8									6
Grey	75	56	19	19	1	13	21	6			1		4				10
Perth.....	54	46	8	11	3	16	20	2	1	1							
Huron	72	61	11	9	12	16	35										
Bruce	19	12	7	1		5	8	1	1								3
Middlesex	145	117	28	28	2	47	26	13	2				18			5	4
Elgin.....	112	82	30	8	1	33	49	12	6	1						1	1
Kent	79	63	16	16	15	11	22	8	5								2
Lambton.....	79	54	25	11	4	31	16	7	1	1		1		1	1		5
Essex.....	52	40	12	8	25	4	9	3	1	1							1
Total	3384	2465	919	628	348	825	1051	214	78	11	9	17	41	8	14	43	97
<i>Cities.</i>																	
Toronto	52	17	35	10	16	7	3		3							1	12
Hamilton.....	30	9	21	6	5	14	8		2								
Kingston	18	10	8	6	6		2										4
London.....	14	7	7	2	2	3	5	1	1								
Ottawa	22	17	5	3	13	4	2										
Total	136	60	76	27	42	28	15	1	6								1

TEACHERS.

TRAINED IN				CERTIFICATES.								No. of schools in which teacher was changed during the year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.					
Normal School.			Other Institu- tions.	Total holding cer- tificates.	Provincial certifi- cates.	County Board.				Unqualified.	Certificates an- nulled.			Highest Salary paid.	Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
Total.	Male.	Female.				First Class.	Second Class.	Third Class.	Unclassi- fied.										
3	1	2	6	64	2	8	48	6	.....	.....	.....	2	3	100 0	33 15	34 10	51 0	24 0	26 5
2	2	.....	2	62	.....	3	21	38	.....	.....	.....	6	1	90 0	42 0	49 10	55 0	26 17	39 0
2	1	1	1	73	3	16	30	24	.....	.....	.....	4	2	160 0	28 16	41 0	64 10	28 0	44 3
3	3	.....	2	52	.....	15	6	31	.....	.....	.....	2	1	72 0	24 15	37 0	56 5	19 10	32 3
2	1	1	.....	17	2	3	7	5	1	.....	.....	3	1	80 0	25 10	31 5	55 0	23 10	40 0
3	2	1	2	78	.....	10	47	21	3	.....	.....	2	1	80 0	37 10	29 0	46 18	17 0	36 10
1	1	.....	2	83	3	10	49	21	5	.....	.....	6	4	110 0	39 0	41 0	60 0	22 10	42 9
7	4	3	8	134	2	9	85	38	2	.....	.....	7	10	120 0	34 0	40 0	47 12	31 2	32 15
2	2	.....	4	106	6	9	32	59	2	.....	.....	5	3	95 0	33 10	42 0	51 3	29 0	34 10
1	1	.....	5	41	1	3	6	31	2	.....	.....	1	2	81 5	35 0	39 10	51 0	22 16	34 0
3	1	2	8	71	3	15	44	9	8	.....	1	2	1	100 0	30 0	49 0	53 7	26 0	32 13
5	4	1	7	72	.....	11	54	7	6	.....	.....	13	3	150 0	25 10	35 0	62 8	23 5	39 0
3	1	2	5	41	2	1	31	7	1	.....	.....	6	2	90 0	32 0	39 12	61 0	23 10	38 5
1	1	.....	.....	87	4	7	53	23	.....	.....	.....	18	3	95 0	43 10	45 13	72 10	30 10	46 0
4	3	1	1	160	.....	25	72	33	3	.....	.....	20	2	148 10	31 10	49 15	80 0	31 0	47 10
13	11	2	.....	111	.....	8	59	44	2	.....	.....	25	4	100 0	33 0	39 5	75 0	28 7	45 10
9	6	3	5	76	1	5	45	25	13	.....	.....	15	5	93 10	41 0	49 0	65 3	25 0	51 0
6	4	2	2	48	3	3	16	26	4	.....	.....	1	1	120 0	37 10	25 0	60 10	16 5	45 0
8	5	3	3	55	.....	3	21	31	.....	.....	.....	15	8	.....	100 0	39 15	23 10	.....	50 10
16	9	7	12	91	2	11	28	50	2	.....	.....	21	7	104 10	32 0	35 6	53 0	26 15	48 17
29	10	19	13	121	13	31	69	8	19	.....	.....	25	19	145 6	48 0	53 10	85 0	32 0	56 0
14	7	7	11	75	5	9	44	17	1	.....	.....	3	2	100 0	55 0	.....	75 10	.....	56 0
12	8	4	5	86	2	9	39	36	24	.....	.....	11	6	90 10	36 0	43 15	65 0	26 5	39 10
15	10	5	6	57	2	7	26	22	1	.....	.....	11	2	125 0	50 0	.....	83 10	.....	50 10
6	3	3	4	69	3	15	33	18	6	.....	.....	16	7	125 0	38 10	46 5	75 0	39 10	65 0
9	2	7	4	65	4	13	41	7	.....	.....	.....	7	5	100 0	35 6	.....	72 10	26 15	40 0
7	5	2	4	71	2	13	35	21	.....	.....	.....	20	4	120 0	46 10	50 0	78 14	35 10	59 10
14	9	5	1	74	2	20	34	18	13	.....	.....	15	4	90 0	44 15	.....	86 10	35 0	50 0
11	6	5	6	85	6	5	48	26	.....	.....	.....	4	13	105 0	43 0	45 10	87 0	22 0	48 15
19	11	8	7	106	.....	15	43	48	2	.....	.....	23	4	100 0	42 10	59 0	62 13	36 0	50 10
9	6	3	3	112	.....	14	77	21	4	.....	.....	6	12	120 0	41 10	.....	78 15	27 3	51 0
13	11	2	.....	68	2	6	45	15	13	.....	.....	23	13	97 0	30 0	36 10	81 11	38 0	51 11
16	9	7	3	79	.....	11	43	25	.....	.....	.....	21	8	110 0	33 10	42 0	76 10	25 0	48 6
11	6	5	.....	75	3	4	33	35	.....	.....	.....	13	5	96 0	36 0	.....	73 9	.....	52 10
8	6	2	.....	54	.....	12	30	12	.....	.....	.....	6	3	90 0	.....	.....	75 10	.....	59 0
5	2	3	2	71	.....	10	30	31	1	.....	.....	5	2	85 0	25 10	35 15	87 10	24 15	48 0
7	4	3	3	19	.....	3	12	4	.....	.....	.....	3	1	91 0	35 0	37 0	69 16	33 10	53 0
18	10	8	28	142	9	39	68	26	3	.....	.....	32	1	110 15	43 0	56 10	70 0	42 11	48 10
11	9	2	4	107	5	18	60	24	5	.....	.....	5	4	125 0	40 0	.....	87 10	.....	52 15
15	12	3	.....	79	2	11	36	30	.....	.....	.....	6	5	115 0	38 10	43 17	89 0	.....	49 10
15	13	2	3	59	3	11	35	10	20	.....	.....	3	6	120 0	35 0	45 10	86 15	32 0	46 11
8	6	2	1	45	1	7	22	15	7	.....	.....	3	4	103 0	41 0	42 9	75 0	28 18	49 10
366	228	138	183	3211	98	458	1657	993	173	.....	1	435	194	160 0	24 15	42 1	68 5	28 5	45 19
12	1	11	1	26	5	16	5	.....	26	.....	.....	14	.....	150 0	125 0	.....	140 0	.....	60 5
1	1	.....	.....	5	21	2	1	1	5	.....	.....	.....	.....	350 0	.....	.....	168 0	.....	75 2
.....	.....	5	.....	22	.....	7	5	.....	6	.....	3	4	.....	108 18	92 16	.....	91 2	.....	43 5
11	5	6	.....	13	.....	2	1	.....	11	.....	.....	2	.....	220 0	111 8	.....	142 5	.....	63 10
2	2	.....	.....	19	2	2	13	2	3	.....	.....	11	3	125 0	75 0	.....	70 0	.....	40 0
26	9	17	6	85	28	29	25	3	51	.....	.....	14	23	350 0	75 0	.....	122 5	.....	56 8

PART II.—Table C.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	COMMON SCHOOL																
	TOTAL.			RELIGIOUS DENOMINATIONS.													
	Common School Teachers.	Male.	Female.	Church of Eng-land.	Roman Catholics.	Presbyterians.	Methodist.	Baptists.	Congregational-ists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Pro-Testant.	Unitarians.	Universalists.	Other Persuasions.	Not reported.
<i>Towns.</i>																	
Belleville	6	4	2	1	2	2			1								
Brantford	10	5	5	1	1	3	4	1									
Brockville	7	4	3	2	2	3											
Chatham	9	3	6	2	1		3	2									1
Cobourg	5	4	1	2	1								2				
Cornwall	4	3	1	2									2				
Dundas	3	1	2	1	1	1											
Goderich	3	2	1			2			1								
Guelph	7	5	2	2	2			1	2								
Niagara	4	2	2	1	1	2											
Paris	6	2	4		2	1	2		1								
Perth	6	3	3	1		3	2										
Peterboro'	4	2	2		2		2										
Picton	4	2	2		2		2	1									
Port Hope	5	3	2	1		2	2										
Prescott	5	3	2		2	2	1										
St. Catharines	6	4	2			3	3										
Whitby	6	4	2	1		3		2									
Total	100	56	44	17	19	27	21	6	5				4				1
<i>Town Municipalities.</i>																	
Amherstburgh	5	2	3	1	2	1		1									
Barrie	3	1	2	1	1	1											
Simcoe	3	1	2			2			1								
Woodstock	6	3	3	2		4											
Total	17	7	10	4	3	8		1	1								
<i>Incorporated Villages.</i>																	
Berlin	3	2	1														3
Bowmanville	4	2	2				2		2								
Brampton	2	1	1			1	1										
Caledonia	3	3		1		1		1									
Chippewa	2	1	1			1		1									
Galt	3	1	2	1		2											
Ingersoll	4	1	3	1		1	1										1
Napanee	2	2					2										
Oshawa	3	2	1	1			1					1					
Preston	6	5	1	1		4	1										
St. Mary's	2	1	1	1		1											
St. Thomas	4	2	2			1	3										
Smith's Falls	2	1	1			2											
Stratford	2	1	1			2											
Thorold	2	2				1	1										
Trenton	2	2		1	1												
Windsor	2	2			1								1				
Vienna	2	2		1			1										
Yorkville	2	1	1				2										
Total	52	34	18	8	2	17	15	2				1					4
Grand Total	3689	2622	1067	684	414	905	1102	224	92	11	9	18	46	8	14	44	118
Total for 1855	3565	2568	997	716	396	998	957	183	57	13	26	20	56	4	6	48	85
Increase	124	54	70		18		145	41	35					4	8		33
Decrease				32		93				2	17	2	19			4	

TEACHERS.

TRAINED IN				CERTIFICATES.							No. of schools in which teacher was changed during the year.	No. of schools having more than one teacher.	AVERAGE ANNUAL SALARIES.					
Normal School.		Other Institu- tions.	Total holding Certificates.	Provincial Certi- ficates.	County Board.				Certificates an- nulled.	Highest Salary paid.			Lowest Salary paid male teacher.	Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.	
Total.	Male.				Female.	First Class.	Second Class.	Third Class.										Unclassi- fied.
2	2		1	4		4			2				£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
6	4	2		10	5	3	2			1			125 0	100 0		125 0		40 0
1	1			6	1	2	3		1		2		175 0	85 0		117 0		78 0
				9		3	3						380 0					125 0
				5			5	1			2		125 0	100 0		108 7		56 0
				4		2	2				1		131 0	65 0		102 15		
1		1	2	4		2	2						100 0	69 10		105 15		100 0
1		1		3	1	1	1						127 10	127 10		127 10		62 10
2	1	1		3	1	2							120 0	110 0		115 0		80 0
1		1	2	7	1	1	5	2					180 0	103 0		126 0		67 0
1	1			4		4				1	4		151 15	70 0		63 0		61 15
				5		4	1		1				125 0	75 0		100 0		60 0
2	1	1	2	5	1	2		2	1				200 0			135 16		47 4
2	1	1	1	4		2	2			4	2		125 0	25 0		76 0		63 0
			2	4	1	1	2			1	1		100 0	42 0		72 19		42 0
1	1		1	5		2	1	2					No Report.					
				5		1	4			2	1		75 0	60 0		70 0		50 0
1		1	2	6		3	3			1	3		150 0	100 0		125 0		75 0
2	1	1	2	6		3		3			2	2	130 0	120 0		117 0		82 0
23	13	10	18	95	11	40	34	10	5	1	11	15	200 0	42 0		150 10		68 2
				5	1	1	2	1				2	125 0	100 0		112 10		64 0
			2	2			2		1				100 0	50 0		105 0		55 0
				3		2	1						125 0	125 0		125 0		60 0
2	2			6		2	4						137 0	137 0		137 0		68 15
2			2	16	1	3	9	1	1			2	137 0	50 0		119 17		62 0
				3		1		2			1	1						
1	1								4	1			120 0	100 0		110 0		75 0
2	2			2		1	1						100 0	100 0		100 0		85 0
				3			3						130 0	80 0		97 0		
				2		1	1						112 10	110 0		106 0		
				3		2	1						110 0	110 0		110 0		80 0
				4		2	1	1					150 0	125 0		137 10		45 0
1	1			2	1		1				2		100 0	80 0		90 0		60 0
1	1			3		2	1				3	1	125 0	125 0		125 0		50 0
3	3			6		2	4					1	150 0					70 0
				2		2	2						120 0	120 0		120 0		65 0
1	1			4	2	1	2						150 0	85 0		117 10		68 0
				2			2						150 0	80 0		115 0		
1	1			2	1	1					1		150 0	150 0		150 0		79 0
1	1			2		1	1						100 0	100 0		100 0		
				2		2					2		85 0	85 0		85 0		
				2		1	1						112 10	100 0				
			1	2		2							116 0	116 0		116 0		
2	1	1		2	1	1							130 0	130 0		130 0		67 10
13	12	1	5	48	4	20	21	3	4	1	8	5	150 0	80 0		112 0		66 10
430	264	166	214	3455	142	552	1746	1015	234	3	468	239	350 0	24 15	42 1	90 6	28 5	53 5
374			307	3427	169	501	1644	1113	138	6	695	110	350 0	20 0	43 5	83 14	31 15	51 4
56				28		51	102		90	3		129		4 15		6 12		2 1
			98		27			98			227				1 4		3 10	

PART II.—Table D.

THE COMMON SCHOOLS

COUNTIES.	SCHOOLS.								SCHOOL HOUSES.																		
	No. of School sections.	No. of Schools open.	No. of Schools closed or not reported.	No. of Free Schools.	No. of Schools partly free.	No. of Schools at 1s. 3d. rate bill per month.	No. of Schools at a less rate bill than 1s. 3d.	Total No. of School houses.	KIND.					TITLE.				BUILT DURING THE YEAR.									
									Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.				
Counties.																											
Glengarry.....	66	60	6	17	7	47	25	64	1	8	49	6	37	13	5	9	1	1	2	4					
Stormont.....	66	61	5	14	51	16	15	60	6	3	14	37	45	10	1	4	1	1	2						
Dundas.....	71	70	1	23	64	14	70	2	8	15	45	57	6	7	3	3						
Prescott.....	52	51	1	38	41	13	50	6	5	15	24	32	6	10	2	2	2						
Russell.....	16	14	2	11	13	16	1	1	14	15	1	1	1					
Carleton.....	95	89	6	32	21	14	11	92	2	4	76	10	57	20	1	14		
Grenville.....	91	87	4	26	30	12	13	84	13	7	6	54	4	51	10	21	2		
Leeds.....	139	134	5	29	102	25	13	133	19	33	31	41	6	96	5	22	10	1	1	1	2	5				
Lanark.....	109	105	4	26	90	23	104	5	14	85	89	6	3	6	2	3	2	7				
Renfrew.....	45	45	18	16	5	9	45	2	1	1	41	39	6	3	1	4					
Frontenac.....	84	79	5	27	75	19	13	79	1	29	23	21	.....	59	9	11	.....	.....	1	1	.....	2			
Addington.....	75	68	7	27	31	24	13	68	2	9	35	22	.....	58	4	6	.....	.....	4	8	2	14			
Lennox.....	44	42	2	20	22	12	.....	41	.....	2	4	31	4	27	11	3	.....	.....	1	2	.....	3			
Prince Edward.....	89	89	.....	23	85	11	.....	89	4	11	67	7	.....	66	11	4	8	.....	.....	3	.....	3			
Hastings.....	139	130	9	33	84	24	18	130	14	16	25	75	.....	114	6	9	1	.....	2	3	.....	5			
Northumberland.....	120	116	4	33	60	42	15	115	5	6	80	24	.....	95	7	13	.....	.....	1	3	.....	4			
Durham.....	96	91	5	42	40	13	11	89	7	4	20	40	18	76	10	3	.....	.....	3	.....	3				
Peterborough.....	51	51	.....	27	20	9	8	51	2	1	18	30	.....	44	2	2	3	.....	1	1	.....	2			
Victoria.....	55	50	5	35	22	16	12	51	.....	.....	10	39	2	47	2	2	.....	.....	1	1	.....	2			
Ontario.....	93	96	2	40	39	18	11	96	5	4	21	42	24	40	20	34	2	.....	2	4	1	7				
York.....	141	135	6	31	51	55	14	136	25	27	53	24	7	54	37	22	23	2	1	3	3	9					
Peel.....	74	74	.....	16	53	39	16	74	11	4	35	24	.....	60	8	1	5	1	1	1	.....	3			
Simcoe.....	116	105	11	59	34	20	23	107	3	4	27	59	14	64	13	20	10	.....	2	4	1	7				
Holton.....	56	51	5	9	46	27	10	54	10	.....	30	14	.....	40	14	.....	.....	.....	2	2	.....	4			
Wentworth.....	76	71	5	21	39	15	21	69	5	13	24	15	12	38	24	5	2	.....	.....	2	.....	2			
Brant.....	67	64	3	10	18	58	21	65	13	6	13	25	3	50	8	6	1	.....	1	.....	.....	1			
Lincoln.....	69	67	2	18	45	36	7	69	12	5	48	4	.....	50	14	.....	5	.....	.....	.....	4	4			
Welland.....	85	83	2	22	33	69	21	79	4	5	33	15	22	39	21	18	1	.....	.....	1	.....	1			
Haldimand.....	77	77	.....	35	13	34	15	75	2	1	42	28	2	56	14	1	4	.....	.....	.....	.....	.....
Norfolk.....	108	101	7	29	41	42	8	105	5	.....	80	15	5	64	30	1	10	.....	2	2	1	5			
Oxford.....	115	112	3	36	50	22	27	110	4	1	53	49	3	81	15	3	11	.....	2	5	4	11				
Waterloo.....	81	81	.....	43	14	32	22	80	6	30	18	19	7	74	1	2	3	.....	.....	.....	.....	.....
Wellington.....	88	85	3	46	14	26	22	86	1	5	32	40	2	63	6	1	10	.....	1	1	2	3	7			
Grey.....	73	68	5	38	8	15	12	59	6	13	15	25	.....	48	2	3	6	.....	3	1	3	7			
Perth.....	59	57	2	38	6	17	28	53	6	12	4	15	16	51	.....	1	1	.....	1	1	.....	2			
Huron.....	80	80	.....	42	1	15	12	72	5	1	5	61	.....	67	4	1	.....	.....	.....	1	1	2			
Bruce.....	29	29	.....	14	.....	14	11	18	.....	5	2	11	.....	8	1	1	8	.....	.....	.....	1	1			
Middlesex.....	154	138	16	54	78	52	26	144	17	2	35	80	10	109	18	6	11	2	1	4	3	15					
Elgin.....	117	110	7	13	26	66	12	111	7	8	75	21	.....	67	30	12	2	.....	7	6	.....	13			
Kent.....	78	78	.....	35	3	32	8	77	21	19	22	9	6	40	26	1	10	.....	6	3	5	14			
Lambton.....	86	75	11	25	4	28	9	74	8	6	1	29	36	52	5	8	9	.....	.....	.....	.....	.....
Essex.....	52	51	1	24	3	21	4	53	5	11	10	17	10	32	9	8	4	.....	.....	.....	1	1			
Total.....	3482	3320	162	1199	1543	1092	536	3291	264	329	1079	1396	223	2351	458	278	204	7	6	52	74	43	182				
Cities.																											
Toronto.....	14	14	14	14	10	4	11	3					
Hamilton.....	7	7	7	7	4	2	1	6	1					
Kingston.....	10	10	10	10	2	3	2	3	1	9					
London.....	2	2	2	2	2	2					
Ottawa.....	19	19	19	19	2	17	2	17					
Total.....	52	52	33	52	18	7	24	3	22	3	27					

SCHOOL VISITS.								LECTURES.			TIME OPEN.				
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.	Average No. of Months and Days open.		
												Mons.	Days.	Mons.	Days.
471	104	30	8	21	.....	201	107	89	84	5	59	593	18	10	11
577	146	33	2	7	.....	246	143	23	20	3	58	579	24	10	.....
817	127	56	32	29	.....	347	226	75	32	43	68	649	27	9	17
320	92	29	17	29	.....	128	25	54	26	28	49	490	20	10	.....
186	27	9	17	6	.....	89	38	13	11	2	15	150	.....	18	10
680	210	20	31	26	.....	312	81	82	79	3	95	999	15	11	6
1124	157	32	27	35	.....	618	255	68	65	3	81	851	10	10	15
1449	265	58	34	45	.....	760	287	101	69	32	147	1374	27	9	11
978	224	94	35	51	.....	455	119	65	65	.....	108	1200	18	11	4
545	111	60	21	13	.....	210	130	48	42	6	43	471	.....	10	20
687	131	47	42	40	.....	325	102	33	29	4	77	696	11	9	3
870	105	56	34	50	13	317	295	69	53	16	65	636	17	9	24
497	54	42	15	20	.....	205	161	33	19	14	41	351	1	8	17
1390	252	48	53	60	.....	424	553	100	86	14	86	776	27	9	1
2063	203	128	77	89	2	726	838	126	77	49	122	1119	.....	9	5
1234	236	52	84	33	.....	601	278	.....	.....	.....	110	1081	14	9	25
624	143	63	43	23	89	40	223	26	26	.....	82	906	.....	11	2
569	85	38	42	12	.....	271	121	32	24	8	50	501	15	10	1
122	15	13	10	5	74	5	.....	8	5	3	50	463	15	9	8
1138	186	58	34	36	2	416	406	73	69	4	95	1001	15	10	19
2082	266	196	67	49	10	801	693	72	72	.....	138	1569	22	11	11
890	214	79	31	42	.....	361	163	58	54	4	75	843	12	11	10
718	146	69	25	17	.....	312	149	28	28	.....	100	1002	21	10	.....
770	133	59	16	41	7	291	223	68	63	5	54	541	9	10	1
747	161	28	13	13	1	265	266	71	49	22	68	695	11	10	6
840	124	58	26	35	.....	301	296	49	29	20	62	690	7	11	4
1125	137	37	50	55	.....	390	456	50	43	7	69	590	.....	8	18
1459	134	59	30	47	.....	346	843	56	46	10	72	690	15	9	17
1036	118	66	49	19	34	454	296	18	16	2	80	750	27	9	11
826	124	80	21	38	1	340	222	66	59	7	97	832	12	8	2
1064	190	51	39	13	.....	376	395	68	65	3	104	1045	16	10	1
1308	132	101	16	38	4	524	493	51	27	34	80	840	11	10	15
666	127	71	43	36	.....	213	171	36	35	1	79	801	2	10	4
1112	96	165	223	39	30	266	293	49	42	7	62	611	17	9	25
532	61	55	35	20	.....	262	99	41	21	20	46	520	6	11	9
752	91	64	52	28	1	398	118	93	82	17	79	831	14	10	15
382	116	24	16	17	10	122	27	16	16	.....	20	134	29	6	22
1125	200	57	55	19	.....	552	242	129	120	9	140	1300	.....	9	8
933	60	176	.....	18	19	419	241	85	82	3	110	1104	20	10	1
673	116	55	32	23	1	293	151	65	62	4	75	773	9	10	9
801	116	63	49	35	.....	350	188	30	21	9	75	835	11	11	3
658	84	92	29	9	.....	238	206	36	25	11	49	478	19	9	23
36790	5819	2711	1525	1283	298	14535	10619	2353	1937	416	3235	32378	24	10	
												Mons.	Days.	Mons.	Days.
2036	762	24	.....	.....	1	216	1033	12	12	.....	14	168	.....	12	.....
1050	156	26	80	42	9	160	577	3	3	.....	7	84	.....	12	.....
354	162	32	6	.....	.....	121	33	7	7	.....	10	120	.....	12	.....
87	10	8	15	.....	.....	54	.....	2	2	.....	2	24	.....	12	.....
150	68	3	.....	13	.....	56	10	.....	.....	.....	19	209	.....	11	.....
3677	1158	93	101	55	10	607	1653	24	24	.....	52	605	.....	11	20

PART II.—Table D.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES AND VILLAGES.	SCHOOLS.							SCHOOL HOUSES.																
	Number of School Sec- tions.	No. of Schools open.	No. of Schools closed or not reported.	No. of Free Schools.	No. of Schools partly free.	No. of Schools at 1s. 3d. rate bill per month.	No. of Schools at a less rate bill than 1s. 3d.	Total number of School houses.	KIND.					TITLE.				BUILT DURING THE YEAR.						
									Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.	
Towns.																								
Belleville	5	5		5				5	3		2			4	1									
Brantford	5	5				5		5	4		1			4		1								
Brockville	2	2		2				2		2				2										
Chatham	3	3			3			3	1			1	1	3										
Cobourg	5	5				5		5	2		3			1		4								
Cornwall	4	4				4		1	1					1										
Dundas	1	1				1		1			1			1										
Goderich	3	3		3				3			3			1		2		1					1	
Guelph	6	6				6		6		3	3			3		3								
Niagara	3	3				3		3		1	2			1	2									
Paris	3	3		2	1			3			2		1	2			1							
Perth	1	1		1				1		1				1				1					1	
Peterboro'	2	2				2		2			1		1	2										
Picton	4	4			1	1	2	4	2	1	1			3		1								
Port Hope	5	5				5		5	5					3	1		1					1	1	
Prescott	3	3				3		3		2	1			1	1	1								
St. Catharines	3	3				3		3	2				1	3										
Whitby	3	3				3		3	2		1			3										
Towns, Total...	61	61		13	5	41	2	58	22	10	21	1	4	39	5	12	2	2				1	3	
Municipalities.																								
Amherstburgh	3	3				3		3	1	1		1			2	1								
Barrie	2	2		2				2			2			1		1								
Simcoe	3	3		3				3			2		1	2		1								
Woodstock	2	2				1	1	1	1					1										
Total	10	10		5		4	1	9	2	1	4	1	1	4	2	3								
Incorpor. Villages.																								
Berlin	1	1		1				1	1					1										
Bowmanville	2	2					2	1	1					1										
Brampton	2	2		2				1	1					1								1	1	
Caledonia	3	3				3		3			3			3								1	1	
Chippewa	3	2				2		2	1		1			1		1		1				1	1	
Galt	1	1		1				1		1				1								1	1	
Ingersoll	1	1				1		1			1			1										
Napanee	2	2				2		2			2			2										
Oshawa	1	1				1		1			1					1		1					1	
Preston	1	1					1	1	1					1										
St. Mary's	1	1		1				1		1				1										
St. Thomas	1	1					1	1	1					1				1					1	
Smith's Falls	1	1				1		1		1				1										
Stratford	1	1		1				1	1					1										
Thorold	2	2				2		2			2			1		1								
Trenton	2	2		2				2			2				1	1								
Windsor	2	2		2				2	2					2				2						2
Vienna	1	1		1				1			1			1										
Yorkville	2	2		2				2	2					1		1								
Total	29	29		13		12	4	27	11	3	13			21	1	5		5				4	8	
Grand Total	3634	3472	162	1263	1567	1149	543	3437	317	350	1141	1398	231	2437	469	325	206	14	6	52	74	47	193	
Total, 1855	3525	3325	200	1211	1665	1153	544	3362	199	222	1319	1526	96	2547	435	146	234	31	10	49	46	59	195	
Increase	109	147		52				75	118	128			135		34	179				3	28			
Decrease			38		98	4	1				178	128		110			28	17	4			12	2	

OF UPPER CANADA, 1856.

PART II.—Table D.—(Continued.)

SCHOOL VISITS.								LECTURES.			TIME OPEN.				
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mos.	Days.	Mos.	Days.
450	154	63	3	7	.....	185	38	.....	.....	.....	5	60	.....	12	.....
304	42	26	36	18	.. 2	68	112	.....	.....	.....	5	60	.....	12	.....
38	12	4	1	1	.....	20	.....	.....	.....	.....	2	24	.....	12	.....
242	19	110	5	2	6	53	47	11	7	4	3	36	.....	12	.....
46	30	4	2	2	.....	14	14	.....	.....	.....	5	60	.....	12	.....
66	11	11	.....	.....	.....	4	38	.....	.....	.....	4	44	.....	11	.....
35	9	3	3	.....	.....	15	5	.....	.....	.....	1	12	.....	12	.....
121	14	21	9	6	.....	29	42	.....	.....	.....	3	36	.....	12	.....
119	27	37	.....	1	1	31	22	1	1	.....	6	67	.....	11	5
55	9	3	6	.....	.....	37	.....	4	4	.....	3	36	.....	12	.....
102	16	18	1	.....	.....	46	21	1	1	.....	3	27	21	9	7
54	2	12	6	6	4	24	.....	2	.....	2	1	12	.....	12	.....
233	6	68	35	24	6	80	14	.....	.....	.....	2	24	.....	12	.....
73	7	27	2	2	1	28	6	.....	.....	.....	4	48	.....	12	.....
177	23	30	9	27	1	40	47	.....	.....	.....	5	55	.....	11	.....
51	64	24	.....	.....	1	19	1	3	2	1	3	36	.....	12	.....
71	3	6	2	4	9	19	27	2	2	.....	3	36	.....	12	.....
130	2	8	6	2	0	32	59	3	3	.....	3	34	.....	11	10
2367	396	475	126	102	31	744	493	27	20	7	61	707	21	11	17
51	3	14	4	7	.....	19	4	2	2	.....	3	32	10	10	23
100	3	20	25	.....	.....	49	3	.....	.....	.....	2	23	15	11	22
75	18	3	.....	.....	1	51	2	3	3	.....	2	13	20	6	25
160	36	24	17	10	.....	28	45	1	1	.....	1	12	.....	12	.....
386	60	61	46	17	1	147	54	6	6	.....	8	81	15	10	6
49	6	4	4	6	.....	17	12	.....	.....	.....	.....	.....	.....	0	.....
82	12	9	1	.....	.....	15	45	2	2	.....	1	11	.....	11	.....
34	5	8	1	1	.....	9	10	.....	.....	.....	2	24	.....	12	.....
26	4	1	.....	.....	.....	12	9	.....	.....	.....	3	33	.....	11	10
81	17	13	2	.....	.....	11	38	.....	.....	.....	1	11	.....	11	.....
17	7	.....	.....	.....	10	.....	.....	.....	.....	.....	1	12	.....	12	.....
33	8	5	2	2	.....	14	2	.....	.....	.....	2	12	.....	12	.....
87	3	.....	15	7	.....	20	42	.....	.....	.....	1	21	.....	10	15
70	6	.....	.....	.....	.....	24	40	.....	.....	.....	1	9	14	9	14
10	5	.....	.....	.....	.....	5	.....	.....	.....	.....	1	12	.....	12	.....
90	1	8	.....	.....	1	15	65	1	.....	1	1	12	.....	12	.....
24	3	12	.....	.....	.....	7	2	.....	.....	.....	1	12	.....	12	.....
36	4	3	.....	4	1	10	14	2	2	.....	1	12	.....	12	.....
65	5	3	1	1	.....	15	40	.....	.....	.....	2	24	.....	12	.....
64	13	2	2	10	.....	15	22	3	2	1	2	21	19	10	25
9	3	4	1	.....	.....	1	.....	.....	.....	.....	2	24	.....	12	.....
40	3	3	7	8	.....	11	8	5	2	3	1	10	9	10	9
69	6	2	4	.....	.....	36	21	.....	.....	.....	1	12	.....	12	.....
886	111	77	40	39	12	237	370	13	8	5	25	295	12	11	15
44106	7544	3417	1838	1496	352	16270	13189	2423	1995	428	3381	34069	12	10	2
40704	6916	3335	1396	1399	365	15899	11391	2342	2082	260	3275	31537	9	9	20
3402	628	82	442	97	.....	371	1795	81	.....	168	106	2532	3	.....	12
.....	.....	.....	.....	.....	13	.....	.....	.....	87	.....	.....	.....	.....	.....	.....

PART II.—Table E.

THE COMMON SCHOOLS

COUNTIES.	NUMBER OF SCHOOLS USING																
	No. of Schools reported.	School opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.			GRAMMARS.			GEOGRA-				
				National.	English.	Various.	National.	Walkingham's.	Thomson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse's.	
Counties.																	
Glengarry.....	59	25	17	53	4	2	49	6	2	2	3	30	46	.....	5	46	46
Stormont.....	61	18	29	56	.....	2	34	6	10	11	11	29	48	.....	7	30	30
Dundas.....	70	23	27	62	5	.....	59	6	3	2	15	35	65	.....	18	32	32
Prescott.....	49	18	24	35	4	.....	36	8	3	2	11	37	1	.....	7	42	42
Russell.....	16	10	12	14	.....	1	13	.....	.....	1	11	2	1	.....	1	8	8
Carleton.....	93	25	19	83	11	.....	51	31	2	5	3	60	1	1	1	53	53
Grenville.....	84	33	52	88	3	3	65	8	9	2	9	20	15	.....	16	32	32
Leeds.....	131	30	56	121	.....	2	125	4	1	1	9	95	16	3	15	72	72
Lanark.....	107	40	45	81	3	5	79	14	3	4	4	102	51	.....	11	61	61
Renfrew.....	43	15	18	35	1	.....	35	.....	.....	5	2	31	.....	.....	1	30	30
Frontenac.....	80	23	54	72	6	1	71	6	1	1	2	72	34	3	13	34	34
Addington.....	63	16	36	52	7	.....	58	7	.....	.....	45	63	44	7	11	26	26
Lennox.....	41	12	24	36	3	5	25	8	1	2	12	33	16	1	11	35	35
Prince Edward.....	89	12	26	72	1	6	25	3	2	7	11	1	62	3	8	82	82
Hastings.....	130	28	69	120	9	4	126	5	2	3	20	126	87	10	18	94	94
Northumberland.....	115	23	56	79	.....	2	196	11	1	3	11	121	.....	3	8	89	89
Durham.....	91	21	68	73	3	9	87	4	3	8	14	82	34	6	16	60	60
Peterborough.....	51	10	29	45	.....	2	49	1	.....	.....	5	22	.....	1	1	34	34
Victoria.....	53	13	30	46	.....	.....	43	5	3	1	41	6	23	1	2	20	20
Ontario.....	96	27	59	79	8	2	93	11	1	2	11	90	.....	2	8	86	86
York.....	137	56	72	120	7	2	131	6	.....	.....	14	46	11	8	22	80	80
Peel.....	73	37	65	71	.....	1	70	2	.....	2	5	61	18	.....	3	74	74
Simcoe.....	106	20	75	100	9	4	95	13	4	4	9	105	.....	3	18	89	89
Halton.....	57	25	33	50	3	4	51	1	.....	.....	26	8	31	3	4	45	45
Wentworth.....	73	16	50	63	6	4	61	7	2	3	16	37	18	6	19	63	63
Brant.....	62	8	39	51	6	2	57	6	1	.....	12	12	32	1	10	67	67
Lincoln.....	70	13	39	68	.....	1	68	.....	1	11	.....	26	61	4	4	69	69
Welland.....	81	26	39	72	1	6	73	2	3	7	10	2	34	1	7	82	82
Haldimand.....	79	12	30	74	.....	1	72	1	4	6	55	1	33	2	7	56	56
Norfolk.....	100	15	54	91	1	.....	91	.....	.....	1	2	4	56	1	.....	57	57
Oxford.....	109	31	65	102	.....	5	106	15	3	5	12	30	21	4	19	90	90
Waterloo.....	80	24	36	69	2	3	71	1	4	8	17	1	16	2	.....	60	60
Wellington.....	83	23	54	71	5	4	74	6	1	9	10	3	9	4	9	65	65
Gray.....	69	26	42	64	8	4	68	7	2	.....	46	14	4	3	14	69	69
Perth.....	58	16	29	48	3	4	52	2	.....	1	35	7	1	2	5	46	46
Huron.....	78	23	53	68	1	2	71	2	5	9	10	.....	14	1	7	63	63
Bruce.....	24	8	11	22	.....	1	19	.....	2	1	18	.....	1	1	3	12	12
Middlesex.....	137	39	101	135	.....	.....	131	1	1	8	8	115	1	4	6	79	79
Elgin.....	112	19	45	98	.....	1	109	10	1	2	30	20	.....	1	8	88	88
Kent.....	74	20	23	66	.....	2	70	1	4	8	50	.....	2	.....	6	67	67
Lambton.....	76	16	42	69	1	.....	64	.....	.....	1	52	.....	.....	1	.....	65	65
Essex.....	50	23	20	50	2	6	57	1	6	2	42	11	.....	1	10	26	26
Total.....	3320	928	1768	2924	123	103	2866	228	91	150	728	1560	901	96	365	2406	
Cities.																	
Toronto.....	14	14	14	14	.....	.....	14	.....	14	14	.....	14	.....	14	14	14	14
Hamilton.....	7	.....	.....	7	.....	.....	7	.....	.....	.....	.....	7	.....	7	.....	9	9
Kingston.....	10	11	11	9	.....	2	8	.....	1	2	5	2	.....	4	3	2	2
London.....	2	.....	.....	2	.....	.....	2	.....	2	0	.....	.....	.....	2	2	.....	.....
Ottawa.....	19	9	9	15	.....	4	15	.....	.....	4	13	2	.....	4	3	3	3
Total.....	52	34	34	47	.....	6	46	.....	17	20	18	25	.....	31	22	26	26

BOOKS AND APPARATUS.

PHIES.		SPELLING BOOKS.				HISTORIES.				BOOK-KEEP'G.		MENSU-RATION.		ALGE-BRAS.		GEOME-TRIES.		OTHER BOOKS.				APPARATUS.			
Olney's.	Various.	Mayor's.	Canada.	Sullivan's and Na-tional.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philoso-phy.	Music.	Other Books.	aps.	Blackboards.	Holbrook's App-ratus.	Tablet Lessons.	
3	.....	11	16	43	19	11	3	8	2	16	5	20	3	7	5	.....	12	.....	.....	2	31	41	13	5
12	.....	13	19	45	14	17	.....	9	3	19	2	8	6	5	4	.....	1	.....	.....	3	12	41	8	17
10	10	23	31	60	6	15	.....	7	2	14	6	12	4	3	8	.....	1	1	.....	1	52	35	14	16
.....	.....	10	22	45	12	17	.....	6	2	9	11	6	13	.....	7	.....	15	.....	.....	2	21	43	11	7
1	1	2	3	1	2	5	1	2	.....	3	1	2	1	1	1	.....	1	.....	.....	1	13	11	.....	12
.....	.....	1	28	9	7	28	6	.....	6	17	1	6	1	3	2	.....	3	.....	.....	1	15	26	4	6
11	5	13	6	44	11	8	2	11	1	13	6	1	3	9	6	3	5	1	.....	1	41	39	1	3
6	1	3	8	97	25	1	3	7	2	6	4	9	2	1	3	.....	11	.....	.....	3	19	92	15	14
3	5	11	13	46	17	19	1	16	1	6	5	3	4	8	7	.....	13	11	.....	4	95	81	17	8
.....	.....	6	4	7	3	.....	.....	1	1	1	1	.....	2	.....	1	.....	1	.....	.....	2	2	10	1	.....
2	5	6	9	33	7	5	1	3	2	2	4	6	2	1	1	3	14	3	.....	5	19	60	5	12
2	13	.....	9	15	3	1	.....	5	2	1	3	8	3	1	4	.....	5	1	.....	4	60	68	15	5
2	1	5	10	41	2	3	2	1	5	2	1	.....	4	9	11	1	1	1	.....	6	29	32	16	13
21	2	6	11	75	13	5	3	1	4	.....	7	1	5	6	3	.....	12	1	.....	11	69	95	18	16
7	3	14	9	38	26	2	1	8	3	27	5	28	1	2	2	.....	12	1	.....	4	38	65	14	18
1	2	9	11	7	13	16	1	4	3	3	2	11	3	6	4	.....	2	9	.....	3	84	98	119	30
24	3	18	13	16	12	6	4	2	8	31	16	4	6	1	5	1	3	2	.....	13	18	61	2	16
1	.....	4	.....	29	6	.....	1	.....	1	4	.....	4	.....	.....	1	.....	4	.....	.....	1	17	28	1	2
3	5	11	7	6	5	21	1	2	3	19	2	16	3	5	2	.....	1	1	.....	1	27	35	6	17
1	3	7	8	4	13	7	3	3	1	6	2	2	2	1	4	1	16	5	.....	2	74	81	8	15
10	4	5	12	11	31	5	.....	1	7	9	6	9	3	1	4	1	3	2	.....	5	65	90	22	36
.....	.....	7	18	33	1	3	.....	.....	8	21	3	9	9	17	14	.....	15	.....	.....	4	59	70	5	50
3	10	12	19	6	15	9	.....	4	3	9	3	5	3	8	6	.....	12	9	.....	4	62	85	4	17
.....	.....	5	5	12	2	4	6	2	.....	29	7	7	2	1	.....	.....	4	.....	.....	2	45	60	8	26
12	11	25	34	11	7	18	.....	2	14	15	8	6	6	4	12	1	12	2	.....	3	41	48	9	11
1	12	.....	8	14	2	2	.....	4	1	2	4	9	4	7	5	1	6	2	.....	5	46	61	8	20
.....	.....	17	16	28	13	.....	.....	10	8	1	4	1	.....	12	1	.....	6	2	.....	3	50	71	25	11
20	1	16	12	16	13	6	4	1	3	31	8	.....	6	7	4	1	13	2	.....	7	49	56	9	12
1	1	15	10	8	11	6	2	3	1	28	7	2	4	6	3	4	2	1	.....	6	37	40	6	11
1	2	1	22	18	24	21	5	.....	11	16	3	7	.....	6	8	2	3	.....	1	54	85	16	14	
3	9	13	20	7	15	.....	.....	4	4	31	4	6	4	9	7	.....	13	11	.....	8	59	64	6	11
15	1	13	13	9	16	5	3	2	1	26	7	9	5	5	3	1	1	1	.....	6	74	77	4	40
16	2	14	15	10	16	6	4	3	2	27	8	.....	6	6	4	1	2	1	.....	7	58	61	4	9
3	15	.....	9	15	4	3	4	6	2	5	5	1	6	6	6	1	8	3	.....	8	40	21	4	13
.....	6	.....	4	11	1	15	5	2	.....	31	6	8	3	2	1	.....	5	1	.....	1	37	46	2	11
14	2	12	11	8	15	23	1	1	.....	24	3	8	4	2	1	.....	1	1	.....	7	20	10	4	12
2	.....	5	7	6	3	19	.....	1	.....	10	1	15	2	4	.....	1	.....	.....	.....	2	8	11	.....	1
24	3	14	26	36	13	15	1	1	19	18	12	6	12	9	22	.....	26	1	.....	8	127	108	9	20
2	3	9	10	16	12	19	5	3	2	32	1	9	2	4	4	2	1	8	.....	2	83	94	13	19
11	1	11	9	7	10	21	.....	.....	.....	22	1	.....	1	5	1	.....	2	1	.....	8	58	61	4	13
10	1	6	7	8	10	20	.....	.....	11	2	15	.....	7	11	1	3	.....	.....	9	41	42	2	8	
.....	11	.....	9	13	1	31	1	5	3	3	5	8	3	6	6	.....	7	2	.....	4	16	17	7	2
248	160	378	515	922	487	425	68	142	145	622	194	290	154	191	214	27	278	87	.....	188	1815	2320	453	599
.....	14	.....	.....	14	14	14	.....	.....	14	14	14	14	28	14	14	14	.....	.....	.....	.....	14	14	.....	14
.....	6	2	3	.....	6	5	.....	2	4	4	7	3	8	2	9	1	10	.....	.....	7	1	7	7	7
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	9	16	2	1
.....	2	.....	.....	15	3	.....	.....	.....	7	1	.....	1	.....	2	.....	.....	2	.....	.....	2	2	17	2	2
.....	22	2	3	36	31	19	.....	2	27	19	2	27	36	25	25	15	20	.....	.....	11	32	62	11	27

PART II.—Table E.—(Continued.)

THE COMMON SCHOOLS

TOWNS, TOWN MUNICIPALITIES AND VILLAGES.	NUMBER OF SCHOOLS USING																
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.			GRAMMARS.			GEOGRA				
				National.	English.	Various.	National.	Walkingham.	Thomson.	Various.	National and Sullivan.	Lennie.	Kirkham.	Various.	Sullivan and National.	Morse.	
<i>Towns.</i>																	
Belleville.....	5	1	4	5			5				1	4				2	3
Brantford.....	5		2				5								5		5
Brockville.....	2	1	1	2		1	2			1		2			1		2
Chatham.....	3			3			3				2	1				1	2
Cobourg.....	5	2	4	5			5				3				2		
Cornwall.....	4	2	3	4			3					4					3
Dundas.....	1			1			1					1					1
Goderich.....	3	2	2	3			2					2				2	2
Guelph.....	6	3	3	5			5					5				1	4
Niagara.....	3	2	2	2		1	3					3					2
Paris.....	3	1	2	2		1	3					3					2
Perth.....	1	1	1	1			1					1					1
Peterboro'.....	2	1		2			1			1		2				1	1
Picton.....	4			3			3					2	1				3
Port Hope.....	5	5	5	5			5				1				5	5	
Prescott.....	3	1	2	2		1	2	1				1	1				2
St. Catharines.....	3	1	2	3			3				1		1	1	1	1	1
Whitby.....	3	1	3	3			3					3					3
Total.....	61	26	33	51		4	55	1		2	8	34	3	14	13		37
<i>Town Municipalities.</i>																	
Amherstburgh.....	3	1		2		1	2			1		1			1		1
Barrie.....	2	1	1	1		2	1	1	1		1	1			1		
Simcoe.....	3		1				3						1				1
Woodstock.....	2		1	2			1			1		1			1		2
Total.....	10	2	3	5		3	7	1	1	2	1	3	1	3			4
<i>Incorporated Villages.</i>																	
Berlin.....	1			1			1					1					1
Bowmanville.....	2	1	1	1			1					1			1		1
Brampton.....	2	1	2	2			2					2					2
Caledonia.....	3	3	3	3			3					3				3	
Chippewa.....	1			1			1					1				1	1
Galt.....	2		1	2			2					2					2
Ingersoll.....	1			1			1					1				1	2
Napanee.....	2	2	2	2			2						2				2
Oshawa.....	1			1			1					1	1				1
Preston.....	1	1	1	1			1					1					1
St. Mary's.....	1			1						1		1					1
St. Thomas.....	1			1			1					1					1
Smith's Falls.....	1			1			1					1					1
Stratford.....	1			1			1					1					1
Thorold.....	2	1	2	2			2				1	1				1	1
Trenton.....	2			2			2						2			1	1
Windsor.....	2		1	1			1				1						1
Vienna.....	1		1	1			1				1		1				1
Yorkville.....	2	2	2	2			2					2					2
Total.....	29	11	16	27			26			1	3	20	6	1	7		21
Grand Total.....	3472	1001	1854	3054	123	116	3000	230	109	175	758	1642	911	145	407		2494
Total for 1855.....	3336	1003	1963	3126	29	56	2917	175	41	152	323	1553	879	149	196		2306
Increase.....	136				94	66	83	55	68	23	435	89	32		211		188
Decrease.....		2	109	72										4			

OF UPPER CANADA, 1856.

PART II.—Table E.—(Continued.)

BOOKS AND APPARATUS.

PHIES.		SPELLING BOOKS.				HISTORIES.				BOOK-KEEP'G.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.				APPARATUS.			
Olney.	Various.	Mavor.	Canada.	Sullivan and National.	Various.	England.	Greece & Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridges.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other Books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.	
.....	.....	.....	.....	.....	1	2	.....	1	2	2	3	3	2	3	2	.....	2	.....	.....	4	3	8	5	5
.....	1	.....	.....	.....	1	2	.....	.....	1	2	1	.....	.....	.....	5	.....	.....	.....	.....	.....	5	10	5	5
.....	1	1	.....	.....	.....	2	.....	.....	1	3	2	.....	.....	.....	1	1	.....	.....	.....	.....	1	3	3	3
.....	1	.....	.....	.....	3	1	1	.....	2	3	1	.....	.....	1	1	.....	1	.....	.....	.....	1	4	4	4
.....	1	.....	1	.....	1	1	1	.....	1	1	1	.....	.....	1	1	.....	1	.....	.....	.....	1	1	1	1
.....	1	.....	.....	.....	1	.....	.....	.....	1	1	1	.....	.....	2	1	.....	1	.....	.....	.....	1	3	2	2
.....	1	.....	.....	.....	3	.....	.....	.....	2	.....	3	.....	1	.....	2	.....	2	.....	.....	.....	2	1	1	1
.....	1	.....	.....	.....	1	1	.....	1	2	3	3	.....	.....	.....	1	1	.....	.....	.....	.....	2	2	3	3
.....	1	.....	3	.....	.....	1	2	.....	.....	1	1	.....	.....	.....	1	.....	1	.....	.....	.....	2	3	3	3
.....	1	.....	.....	.....	.....	.....	.....	.....	.....	2	1	.....	.....	.....	3	.....	2	.....	.....	.....	3	2	2	8
.....	6	1	4	3	14	11	4	5	30	28	21	27	3	7	25	2	25	.....	.....	18	47	65	38	51
.....	1	.....	.....	1	1	.....	.....	.....	.....	1	2	1	.....	1	1	1	1	.....	.....	.....	2	1	.....	1
.....	.....	.....	.....	2	.....	.....	.....	.....	1	2	.....	2	.....	.....	1	.....	1	.....	.....	.....	1	2	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	.....	2	.....	.....	1	.....	1	.....	.....	.....	2	3	2	2
.....	1	.....	.....	3	1	.....	.....	.....	3	3	2	3	.....	1	3	1	3	.....	.....	.....	7	8	5	4
.....	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	1	.....	1
.....	.....	.....	2	.....	.....	3	.....	.....	2	3	.....	3	.....	.....	1	.....	1	.....	.....	.....	1	2	.....	1
.....	.....	.....	.....	.....	2	.....	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	2	2	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	2	.....	.....	2	.....	1	.....	.....	.....	1	1	.....	1
.....	.....	.....	.....	1	.....	.....	.....	1	.....	1	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	1	.....	1
.....	.....	.....	.....	1	.....	1	.....	.....	1	1	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	1	.....	1
.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	1	.....	.....	2	1	1	.....	1
.....	.....	.....	1	.....	.....	1	.....	.....	1	2	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	1	.....	1
.....	.....	.....	.....	.....	.....	2	.....	1	.....	2	.....	1	.....	.....	.....	.....	1	.....	.....	.....	2	2	.....	1
.....	.....	.....	.....	1	.....	1	.....	.....	2	.....	1	1	.....	.....	1	.....	2	.....	.....	.....	1	1	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	.....	2
.....	1	.....	3	15	2	11	.....	2	8	13	5	10	2	1	13	2	10	2	.....	5	23	25	13	16
249 104	189 78	382 487	525 550	1010 891	535 488	466 370	72 77	151 80	213 428	685 660	245 167	357 303	195 126	225 181	280 405	47 31	336 303	89 40	.....	222 182	1924 1728	2480 2399	520 865	697 624
145	111	..... 105	..... 25	119	47	96	..... 5	71	..... 215	25	78	54	69	44	..... 125	16	33	49	.....	40	196	81	155	73

PART II.—Table F.

THE ROMAN CATHOLIC SEPARATE

		M O N E Y S .							
MUNICIPALITIES.		No. of Separate Schools.	Amount of the Legislative School Grant.	Amount raised from Local Tax on supporters.	Amount raised by Rate-bill from supporters.	Amount subscribed by supporters.	Total Amount received.	Amount Paid to Teachers.	Amount Paid for other purposes.
School Sections.			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Arthur, No. 1.....	2	38 10 0	68 1 5	30 0 5	.....	136 11 10	49 8 4	87 3 6
2	Arthur, No. 2.....								
3	Augusta No. 15.....	1	2 4 0	.....	12 1 0	9 0 0	23 5 0	23 5 0	.....
4	Camden, East, No. 15 ...	1	9 7 0	N. R.	.....	.....	9 7 0	.....	9 7 0
5	Charlottenburgh, No. 16	1	10 2 6	N. R.	.....	.....	10 2 6	.....	10 2 6
6	Charlottenburgh, No. 16	1	9 3 0	2 16 9	9 8 3	18 7 0	40 0 0	40 0 0	.....
7	Charlottenburgh, No. 17	1	3 18 0	.....	.....	16 2 0	20 0 0	20 0 0	.....
8	Cumberland, No. 1	1	4 14 0	31 3 10	.....	.....	35 17 10	7 16 9	28 1 1
9	Carrick	1	7 4 0	.....	47 2 6	35 0 0	89 6 6	12 2 6	77 4 0
10	Etobicoke, No. 6	1	4 7 0	2 13 0	6 0 0	13 15 0	26 15 0	26 15 0	.....
11	Edwardsburgh, No. 2 ...	1	8 19 3	48 11 5	.....	23 8 5	80 19 1	36 15 0	44 4 1
12	Fitzroy, No. 8.....	1	2 10 3	38 3 6	15 6 9	7 0 0	63 0 6	45 0 0	18 0 6
13	Hawkesbury, East, No. 7	1	1 4 6	20 0 6	.....	3 15 0	25 0 0	25 0 0	.....
14	Kitley, No. 10.....	1	6 5 0	17 10 0	.....	.....	23 15 0	23 15 0	.....
15	Kingston, No. 1.....	1	1 11 6	N. R.	.....	.....	1 11 6	N. R.	1 11 6
16	Kingston, No. 8.....	1	4 7 7	.....	20 0 0	7 0 0	31 7 7	20 0 0	11 7 7
17	Lancaster, No. 12	1	3 1 6	N. R.	.....	.....	3 1 6	.....	3 1 6
18	Lancaster, No. 11	1	5 15 0	4 18 9	26 8 0	4 4 9	41 6 6	35 0 0	6 6 6
19	Locheil, No. 10	1	21 0 0	.....	47 7 7	21 11 2	89 18 9	80 11 3	9 7 6
20	Malden, No. 1.....	1	2 3 0	.....	.....	.....	2 3 0	.....	2 3 0
21	Nottawasaga, No. 2.....	1	7 1 10	16 0 0	.....	1 5 0	24 6 10	20 0 0	4 6 10
22	Nepean, No. 13	1	4 18 7	N. R.	.....	.....	4 18 7	N. R.	4 18
23	Nichol, No. 1.....	1	7 10 0	N. R.	.....	.....	7 10 0	N. R.	7 10
24	Oneida, No. 6	1	1 2 1	24 0 0	16 10 0	.....	41 12 1	40 0 0	1 12 1
25	Ops, No. 6.....	1	18 12 6	91 17 6	.....	.....	110 10 0	100 0 0	10 1 0
26	Orillia, No. 1	1	15 10 6	26 0 0	37 10 0	.....	79 0 6	70 0 0	9 1 6
27	Raleigh, No. 6.....	1	5 11 11	32 12 2	5 12 6	.....	43 16 7	25 10 0	18 1 7
28	Stamford, No. 11.....	1	1 4 9	.....	.....	N. R.	1 4 9	.....	1 4 9
29	Thurlow, No. 20.....	1	6 18 0	45 19 7	.....	.....	52 17 7	49 0 0	3 17 7
30	Tecumseth, No. 5	1	2 13 6	.....	.....	N. R.	2 13 6	.....	2 13 6
31	Windham, No. 8.....	1	0 7 10	.....	.....	N. R.	0 7 10	.....	0 7 10
32	Williams, No. 11	1	3 0 0	.....	20 0 0	7 0 0	30 0 0	30 0 0	.....
33	Westminster, No. 13.....	1	2 0 0	.....	17 0 0	13 0 0	32 0 0	30 0 0	2 0 0
34	Wilnot, No. 15	1	11 4 0	50 0 0	10 5 0	71 5 0	142 14 0	40 0 0	102 14 0
35	Wolford, No. 20	1	8 3 0	15 3 6	28 5 0	.....	51 11 6	40 0 0	11 11 6
36	Wolfe Island, No. 1.....	1	6 8 0	37 0 0	18 0 0	.....	61 8 0	65 0 0	6 8 0
37	Wellesley, No. 19.....	1	6 12 0	29 15 0	9 15 0	.....	46 2 0	43 10 0	2 12 0
38	Wellesley, No. 11.....	1	8 0 0	33 10 0	33 8 9	.....	74 18 9	42 15 0	32 3 9
Total		38	263 10 7	635 16 11	410 0 9	251 13 4	1561 1 7	1031 3 10	529 17 9

SCHOOLS OF UPPER CANADA, 1856.

PART II.—Table F.

PUPILS AND TIME.		TEACHERS.					RELIGIOUS EXERCISES		STUDIES.										MAPS, APPARATUS, ETC.						
No. of Pupils.	No. of months open.	No. of Teachers.	Male.	Female.	Brothers of Religious Orders.	Sisters of Religious Orders.	No. of schools opened with Prayer.	No. of schools reading the Bible.	No. of schools teaching Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Maps.	Apparatus.	Blackboard.	Library.	When first established.	
100	12	1	1				1		1	1	1	1	1	1		1									1854
56	9	1	1					N.R.	1	1	1		1	1		1									1856
									1	1	1														1853
																									1856
45	12	2	1	1			1			1	1	1	1	1	1										1848
61	11	2	1	1			1		1	1	1	1													1848
36	12	1	1				1		1	1	1	1			1				1						1856
18	9							1	1	1	1	1				1				1					1856
26	9	2	1	1				1	1	1	1	1	1								1				1843
72	12	1	1				1		1	1	1	1	1												1856
30	9	1	1					1	1	1	1	1	1	1	1	1					1		1		1856
57	6	1	1				1		1	1	1	1	1	1	1	1									1852
65	11	1	1				1		1	1	1	1	1	1	1	1									1844
	6																								
76		1	1				1	1	1	1	1														1856
44	10	2	1	1			1		1	1	1	1	1	1	1										1855
44	8	2	1	1			1			1	1	1	1	1	1										1856
165	10	4	2	2	2	2	1	1	1	1	1	1	1	1	1						1				1854
		N.R.														1							1		1854
40	9	1	1					1	1	1	1	1	1	1	1						1				1856
											N.R.														1856
											N.R.														1854
75	11	2	1	1				1	1	1	1	1	1	1	1	1									1854
125	12	1	1				1		1	1	1	1	1	1	1										1856
44	12	1	1				1		1	1	1	1	1		1	1									1856
70	6	1		1			1		1	1	1	1	1	1	1										1856
							N.R.																		1856
121	10	1	1						1	1	1	1	1	1		1									1850
							N.R.																		1856
							N.R.																		1856
52	6	1	1				1	1	1	1	1	1	1	1	1		1				1	1	1		1853
33	6	1	1				1		1	1	1	1		1							1				1846
100	9	1	1				1		1	1	1	1	1		1						1		1		1844
60	11	1	1				1		1	1	1	1	1	1	1										1855
69	9	1	1				1		1	1	1	1	1								1		1		1853
64	4	1	1				1		1	1	1	1	1	1									1		1848
96	6	1	1					1	1	1	1	1	1	1							1				1848
1849	10	36	27	9	2	2	20	9	27	29	29	26	23	20	13	7	1		2	9	1	6			

PART II.—Table F.—(Continued.)

THE ROMAN CATHOLIC SEPARATE

CITIES, TOWNS, TOWN MUNICIPALITIES AND VILLAGES.		No. of Separate Schools.	MONEYS.						
			Amount of the Legislative School Grant.	Amount raised from Local Tax on supporters.	Amount raised by Rate-bill from supporters.	Amount subscribed by supporters.	Total Amount received.	Amount Paid to Teachers.	Amount Paid for other purposes.
<i>Cities.</i>									
1	Kingston	8	178 0 0	N. R.	N. R.	N. R.	178 0 0	N. R.	178 0 0
2	Ottawa	15	243 9 1	423 0 0	.....	11 18 9	683 7 10	337 2 6	346 5 4
3	Toronto.....	6	393 0 0	224 13 6	.....	421 14 4	1039 7 10	550 0 0	489 7 10
Total		29	814 9 1	652 13 6	.....	435 13 1	1900 15 3	887 2 6	1013 13 2
<i>Towns.</i>			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Belleville	1	75 5 0	67 0 0	.....	37 10 0	179 15 0	104 12 6	75 2 6
2	Brantford.....	1	14 15 0	7 7 6	16 15 8	91 11 3	130 9 5	95 11 1	34 18 4
3	Brockville	1	21 18 0	40 0 0	25 0 0	27 5 0	114 3 0	90 0 0	24 3 0
4	Chatham	1	12 10 0	23 2 2	17 0 0	23 4 5	75 16 7	57 8 0	18 8 7
5	Guelph	1	33 5 0	58 14 0	17 7 0	47 0 0	161 6 0	135 18 2	25 7 10
6	Niagara.....	1	31 7 0	2 0 0	10 10 0	52 0 0	95 17 0	78 3 9	17 13 3
7	Perth	1	9 10 0	101 16 3	.....	5 13 8	116 19 11	100 0 0	16 19 11
8	Paris	1	7 13 11	.....	13 10 0	48 17 6	70 1 5	48 10 0	21 11 5
9	Peterborough	1	11 1 3	58 10 0	58 0 0	21 12 6	149 3 9	110 0 0	39 3 9
10	Prescott	1	49 14 0	22 0 0	58 10 0	7 10 0	137 14 0	110 7 0	27 7 0
11	Pictou	1	7 18 0	.....	.....	63 0 0	70 8 0	60 18 0	10 0 0
Total		11	279 17 2	380 9 11	216 12 8	425 4 4	1302 4 1	991 8 6	310 15 7
<i>Town Municipalities.</i>									
1	Amherstburgh	1	17 4 3	50 0 0	46 6 6	150 1 5	263 12 2	95 0 0	163 12 2
2	Barrie	1	7 2 0	.....	15 0 0	20 0 0	42 2 0	32 2 0	10 0 0
Total		2	24 6 3	50 0 0	61 6 6	170 1 5	305 14 2	127 2 0	173 12 2
<i>Villages.</i>									
1	Thorold.....	1	16 10 0	17 11 3	10 0 0	4 5 0	48 6 3	48 6 3	.....
1	Grand Total.....	81	1398 13 1	1736 11 7	697 19 11	1284 17 2	5118 1 9	3035 3 1	2032 18 8
2	Total 1855.....	41	737 10 4	1257 4 9	522 5 6	1034 0 6	3445 6 6	2280 11 4	1047 13 4
1	Increase	40	661 2 9	479 6 10	175 14 5	250 16 8	1672 15 3	804 11 9	985 5 4
2	Decrease								

PUPILS AND TIME.		TEACHERS.					RELIGIOUS EXERCISES.		STUDIES.											MAPS. APPARATUS, ETC.				
No. of Pupils	No. of months open.	No. of Teachers.	Male.	Female.	Brothers of Religious Orders.	Sisters of Religious Orders.	No. of schools opened with Prayer.	No. of schools reading the Bible.	No. of schools teaching Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Maps.	Apparatus.	Blackboard.	Library.	When first established.
695	11	8	4	4	4	4	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	1853
1532	11	15	8	7	8	8	15	15	15	15	15	15	15	15	15	15	8	8	15	15	15	15	15	1856
1286	12	16	8	8	8	8	6	6	7	6	6	6	6	6	6	6	6	6	1	1	1	1	1	1843
3313	11	39	20	19	12	12	14	29	29	29	29	29	29	21	21	21	6	9	8	24	8	24	.....	.....
165	12	2	1	1	.....	.....	1	.....	1	1	1	1	1	1	1	1	1	1	.....	1	.....	.....	.....	1851
110	11	1	1	.....	.....	.....	1	.....	1	1	1	1	1	1	1	1	1	.....	1	1	.....	.....	.....	1853
178	11	2	1	1	.....	.....	1	.....	1	1	1	1	1	1	1	1	.....	.....	1	.....	1	.....	.....	1854
71	12	1	.....	1	.....	.....	1	.....	1	1	1	1	1	1	.....	.....	.....	.....	1	1	1	1	.....	1851
188	12	1	1	.....	.....	.....	1	1	1	1	1	1	1	1	.....	1	.....	.....	1	1	1	1	.....	1843
173	12	1	1	.....	.....	.....	.....	.....	1	1	1	1	1	1	1	1	1	.....	1	.....	1	.....	.....	1845
106	12	1	1	.....	.....	.....	1	.....	1	1	1	1	1	.....	.....	1	.....	.....	1	.....	1	.....	.....	1855
136	9	1	1	.....	.....	.....	1	.....	1	1	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....	1	.....	1856
196	10	2	1	1	.....	.....	1	.....	1	1	1	1	1	1	1	1	1	.....	1	.....	1	.....	.....	1852
219	12	2	1	1	.....	.....	1	1	1	1	1	1	1	1	1	1	1	.....	1	.....	1	.....	.....	1851
100	12	1	1	.....	.....	.....	.....	.....	1	1	1	1	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	1850
1642	12	15	10	5	.....	.....	9	2	11	11	11	11	10	9	7	7	5	1	.....	10	3	8	.....	.....
157	12	2	1	1	.....	1	.....	.....	1	1	1	1	1	1	1	1	1	.....	.....	1	.....	1	.....	1850
123	12	1	.....	1	.....	.....	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	1	.....	1	.....	1856
284	12	3	1	2	.....	1	1	1	2	2	2	2	2	1	1	1	1	.....	.....	.....	.....	.....	.....	.....
126	10	2	2	.....	.....	.....	.....	.....	1	1	1	1	1	.....	.....	1	1	.....	.....	1	.....	.....	.....	1848
7219	10	95	60	35	14	15	44	41	70	72	72	69	65	51	42	37	14	10	10	44	12	38	.....	.....
4885	9	57	37	20	13	9	18	12	31	29	32	29	28	17	15	13	10	3	3	15	2	22	.....	.....
2625	1	38	23	15	1	6	26	29	39	43	40	40	37	34	27	24	4	7	7	29	10	16	.....	.....

PART II.—Table G.

THE GRAMMAR SCHOOLS

		M O N -									
COUNTIES.	THE GRAMMAR SCHOOLS.	RECEIPTS.									
		From the Grammar School Fund.	LOCAL SOURCES.						Total Receipts for Grammar School purposes 18:6.		
			From Fees.	From Municipal Grants.	From other sources.	Balances from last year.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Stormont, Dundas and Glengarry.....	1†Cornwall.....	155 0 0	63 15 0	450 5 1	2 13 0				671 13 1		
	2 Williamstown.....	104 0 0				32 0 0			136 0 0		
	3 Matilda.....	100 0 0	55 0 0		2 10 0				157 10 0		
Prescott and Russell	4†L'Orignal	100 0 0	27 17 6			1 0 0			128 17 6		
	5 Vankleekhill	75 0 0	33 18 0						108 18 0		
Carleton	6†Ottawa	200 0 0	145 0 0		14 4 8	64 15 5			424 0 1		
	7 Richmond	60 0 0	41 7 9½						101 7 9½		
Leeds and Grenville.....	8†Brockville	156 0 0	209 8 0			26 14 5			392 2 5		
	9 Prescott	80 0 0	98 13 5	128 0 0	2 0 0	44 13 4			353 6 9		
	10 Kemptville	70 0 0	60 0 0	20 0 0	66 10 0				216 10 0		
Lanark et Renfrew	11 Gananoque	49 0 0	31 4 4		9 15 0				89 19 4		
	12 Smith's Falls	40 0 0	30 0 0	80 0 0					150 0 0		
	13†Perth	150 0 0		60 0 0		65 0 0			275 0 0		
Frontenac, Lennox and Addington	14 Lanark	40 0 0	5 0 0		161 1 1½	39 12 9			245 13 10½		
	15 Carleton Place ..	40 0 0	113 8 2½		33 4 11	5 3 2			191 16 3½		
	16†Kingston	150 0 0	158 8 10		57 10 0				365 18 10		
Prince Edward	17 Newburgh	90 0 0	15 9 0	50 0 0		9 13 6			165 2 6		
	18 Bath	60 0 0	25 5 4½		0 5 0	42 12 1½			128 2 6		
	19 Napanee	80 0 0	67 4 9½	54 1 6½					201 6 4		
Hastings	20†Pictou	100 0 0	42 9 6	20 17 9					163 7 3		
	21 Consecon	70 0 0	42 0 0			33 16 5			145 16 5		
Northumberland and Durham	22†Belleville	200 0 0				25 0 0			225 0 0		
	23 Port Hope	58 0 0	86 10 3	408 4 5		61 0 4			613 15 0		
	24†Cobourg	120 0 0	105 0 0	282 10 0	200 0 0				707 10 0		
Peterborough & Victoria..	25 Bowmanville	80 0 0	37 10 0	100 0 0	40 0 0				257 10 0		
	26 Colborne		45 0 0	30 0 0	15 0 0	52 10 0			142 10 0		
	27 Brighton	37 0 0	18 15 0						55 15 0		
Ontario	28†Peterborough ..	160 0 0	358 2 2	250 0 0	981 8 3	10 15 6			1760 5 11		
	29 Norwood	50 0 0	29 7 6	50 0 0	173 18 7	44 10 0			347 16 1		
	30†Whitby	160 0 0	118 15 0		20 0 0	156 5 0			455 0 0		
York and Peel.....	31†Toronto	256 0 0	325 1 8	250 0 0					831 1 8		
	32 Newmarket.....	125 0 0	125 11 9	37 10 0	9 12 6	26 0 0			323 14 3		
	33 Streetsville	104 0 0	34 5 6	37 10 0					175 15 6		
Simcoe	34 Richmond Hill ..	104 0 0	48 0 0	37 10 0	3 15 3				193 5 3		
	35 Brampton	104 0 0	58 5 0	20 0 0		10 5 0			192 10 0		
	36 Bond Head	10 0 0	8 6 3		9 15 3	5 7 7			33 9 1		
Halton	37†Barrie	160 0 0	8 15 0			30 0 0			198 15 0		
	38†Milton	50 0 0	16 12 6						66 12 6		
	39 Oakville	100 0 0	56 5 0		103 0 7½				259 5 7½		
Wentworth.....	40†Hamilton	100 0 0							100 0 0		
	41 Ancaster	80 0 0	3 10 0			18 7 3½			101 17 3½		
	42 Dundas	100 0 0	148 5 0	75 0 0	25 0 0	113 12 6			461 17 6		
Brant.....	43†Brantford	80 0 0	38 0 0	520 0 0		3 3 9			641 3 9		
	44 Paris	100 0 0	53 2 0	12 13 1		13 8 4			179 3 5		
	45†Niagara	150 0 0	121 10 0						271 10 0		
Lincoln and Welland	46 St. Catharines.....	100 0 0	483 3 9		12 12 7½	10 14 6½			606 10 11		
	47 Beamsville	70 0 0	30 8 4			19 17 2			120 5 6		
	48†Simcoe	180 0 0	98 2 6			11 2 10			289 5 4		
Oxford	49†Woodstock.....	184 0 0	102 1 3						286 1 3		
	50 Ingersoll	60 0 0	28 13 9	27 11 3		2 0 0			118 5 0		
Waterloo	51†Berlin	50 0 0	12 0 0	20 12 3		1 13 4			84 5 7		
	52 Galt	140 0 0	257 13 5		126 16 0	3 5 2½			527 14 7½		
	53†Guelph	160 0 0	32 13 9	119 16 3					312 10 0		
Wellington	54 Elora	100 0 0	38 18 9	30 0 0					168 18 9		
	55†Stratford	150 0 0	65 12 6	60 0 0		261 7 4½			536 19 10½		
	56†Goderich	180 0 0	251 3 9		0 5 6	65 12 1			497 1 4		
Middlesex	57†London	300 0 0	155 18 9		588 16 8	54 14 9			1099 10 2½		
	58†St. Thomas	100 0 0	147 0 5	115 0 0	8 7 9				370 8 2		
	59 Vienna	100 0 0	1 12 6	100 0 0	22 10 0	12 1 11			236 4 5		
Kent	60†Chatham	180 0 0	129 1 6			50 0 0			359 1 6		
	61†Port Sarnia	150 0 0	46 7 6		31 0 0				227 7 6		
Total		6661 0 0	4990 11 9	3447 1 7½	2721 12 8½	1427 15 7½			19248 1 9		
Total for 1845.....		6549 16 0	5122 3 5	1630 0 11	1625 10 7	559 4 4			15486 15 3		
Increase		111 4 0		1817 0 8½	1096 2 1½	868 11 3½			3761 6 6		
Decrease			131 11 9								

† Senior Grammar Schools.

E Y S .

PART II.—Table H.

THE GRAMMAR SCHOOLS

THE GRAMMAR SCHOOLS.		NUMBER OF																		
		MATHEMATICS.																		
		ARITHMETIC.					ALGEBRAS.				EUCLID.			Trigonometry.	Mensuration.	1st class Mathema- tics.	2nd class Mathema- tics.	3rd class Mathema- tics.	4th class Mathema- tics.	5th class Mathema- tics.
		Total in Arith- metic.	1st Four Rules, Reduction and Fractions.	Involution, Evolu- tion & Proportion.	Practice, Interest and Exchange.	Other branches.	Total in Algebra.	1st 4 Rules, Invo- lution & Evolution.	Equations.	Other branches.	Total in Euclid.	1st Book.	2nd to 6th Book.							
1	Cornwall.....	21					9	6	3		8	6	2	1						
2	Williamstown.....	30	12	8	10		4	2	2		6	2	4			2	2	2		
3	Matilda.....	79	22	48	54	17	35	23	25	8	6	6	6	2	29	79	25	17	12	
4	L'Orignal.....	30	11	6	13		8	1	4	3	6	2	4	1	3	11	13	5	1	
5	Vankleek Hill.....	72	24	46	40	10	15	3	12	1	15	5	10							
6	Ottawa.....	64		50	44	30	21	8	13	6	18	2	16	12	18	64	54	56	24	
7	Richmond.....	29	17	4	8		2		2		2	1	1			1	1			
8	Brockville.....	51	17	25		6	24	9	12	3	36	12	24	20	20	24	12			
9	Prescott.....	76	30	15	35	11	9	9	9		8	8	4			6	9	7		
10	Kemptville.....	59	30	44	26	6	28	28	20	16	10	10	4		7					
11	Gananoque.....	25	8	9	12	6	3	3	1		3	3	2		1	25	12	3	1	
12	Smiths' Falls.....	37	4	10	9	14	3		3		4	2	2		3	2	3			
13	Perth.....	60		33	27		16	11	16		16	16	11		11		16		11	
14	Lanark.....	18	8	6	4		8	8	2		8	8				8	2			
15	Carleton Place.....	71	49	12	20	10	8	3	5		10	4	6		8	3	4	1	2	
16	Kingston.....	50	25	15	10		13	14	2		17	14	3			3			14	
17	Newburgh.....	115	47	76	32	12	12	6	7	2	12	11	12		8	76	32	32	14	
18	Bath.....	43	26	57	28	12	11	11	3	3	9	9	7			54	46	9	7	
19	Napanee.....	88	86	86	87	1	25	25	25		5	4	1		27	4	1	27		
20	Picton.....	86	28	56	46	12	19	13	9	6	10	10	6		1	13	5	10	2	
21	Consecon.....	33	8	11	14		8	4	4		5	3	2			2	4	2		
22	Belleville.....	173	36	43	56	38	43	8	17	18	37	20	17	9	16					
23	Port Hope.....	59		59			14	6	8		9	6	3			6	3			
24	Cobourg.....	24		17	7		10	10			3	1	2			3	7			
25	Bowmanville.....	82	20	20	22	20	5	3	2	2	5	2	3		2	2	3			
26	Colborne.....	30	6	24		6	11	3	8		9		9			30		8	9	
27	Brampton.....	26	3	6	11		3	1	1	1	3	1	2		1	1	2			
28	Peterboro'.....	80	50	80	40		8		8		8	4	4	2	2					
29	Norwood.....	36	10	12	14	34	6	3	3		6	4	2		3	3	4	2		
30	Whitby.....	54	20	34	34		10	5	5	5	16	8	1		6	54	54	54	7	
31	Toronto.....	149	84	92	39	20	84	74	39		86	86	39	5		36	46	39	5	
32	Newmarket.....	79	12	25	57		20	6	14	2	22	7	15		23	6	12	2	2	
33	Streetsville.....	22	11	11			11	11			12	7	7			10	5	6	1	
34	Richmond Hill.....	94	38	20	36		28	18	10		21	7	14		4	18	6	4	6	
35	Brompton.....	48	3	45			16		20	11	9		12	4	10	2	2		42	
36	Bond Head.....	22	10	12			7	2	5		7	3	4			3	4			
37	Barrie.....		17	5	5		10	5	5		4	3		3	3	4			3	
38	Milton.....	17	17	13	14	10	15	15	15	15	11	11								
39	Oakville.....	90	90	18	5		9	8	9	1	4	4	1			68	22	1		
40	Hamilton.....	53	20	7	26		8	1	7		5	2	3							
41	Ancaster.....	34	30	4	3	4					3	4								
42	Dundas.....	70	28	18	20	24	20	6	12	2	12	7	5	2	12			4	14	
43	Brantford.....	38	6	14	18	10	21	9	10	2	18	12	6	1	4	6	12			
44	Paris.....	49	8	7	34		14	9	3	2	15	14	1		18	4	10	34	1	
45	Niagara.....	25	11	14	6		14	13	1		13	11	2	2	2	11	2			
46	St. Catharines.....	89	38	27	19	5	44	28	16		18	11	7	2	2	49	23	11	7	
47	Beamsville.....	46	16	16	30		3	3	3		2	1	1	1	3					
48	Simcoe.....	34	8	26	36		16	3	13		14	2	12	1		8	8	6	11	
49	Woodstock.....	27	11	16	16		11	4	6	1	14	7	7	4	25	11	2		7	
50	Ingersoll.....	21	1	20	20	8	10	1	9	1	10	7	3			3	5	6	1	
51	Berlin.....	14	7	7	4	3	5	2	3		5	5				5	2	3		
52	Galt.....	66	20	29	17		41		29	12	37	13	24	1	25					
53	Guelph.....	34	23	11	15		14	10	4		15	9	8	3	8	10	13	9	4	
54	Elora.....	41	14	9	18		6	4	2		8	4	4	1	3					
55	Stratford.....	68	47	15	6		20	18	2		14	6	8		1	65	17	19	1	
56	Goderich.....	64	14	22	24	4	21	18	3		10	5	5	1	18		28		36	
57	London.....	75	22	28	25	5	31	20	11		42	24	18	1	8	33	24	10	7	
58	St. Thomas.....	16	16	16	16	2	12	12	12	4	5		4							
59	Vienna.....	36	9	16	10	1	8	3	5		5	4	1			4	6	1		
60	Chatham.....	50	10	17	23		13	10	3		9	5	4			10	3	6	1	
61	Port Sarnia.....	33	12	8	4	9	5	2	3		6	2	2	2	2					
Total for 1856.....		3205	1240	1480	1239	350	928	541	505	127	767	468	387	81	342	839	567	392	245	
Total for 1855.....		3151	1404	1194	1195	327	833	572	397	101	676	392	313	75	298	849	789	301	181	
Increase.....		54		286	44	23	95		108	26	91	76	74	6	44			91	64	
Decrease.....			164					31								10	222			

OF UPPER CANADA, 1856.

PART II.—Table H.

PUPILS IN—

[illegible]

PART II.—Table H.

THE GRAMMAR SCHOOLS

THE GRAMMAR SCHOOLS.				NUMBER OF PUPILS OF THE																	
				ENGLISH.																	
				Total number of pupils.	Not able to read.	Not able to write.	Total in English.	English Grammar.	English Composi- tion.	Elementary Read- ing classes.	Advanced Reading classes.	Spelling classes.	Elementary Rheto- ric and Logic.	Christian Morals and Evidences.	Outlines of English Literature.	Elementary Politi- cal Economy.	First class.	Second class.	Third class.	Fourth class.	Fifth class.
1	Cornwall.....	24			24	9	11	9	15	24											
2	Williamstown	38				38	36	4	14	24				14	12	12					
3	Matilda	93	10	12		91	69	75	46	40	85		6	85							
4	L'Orignal	30				30	28	23		30	30		1	9	7	14					
5	Vankleek Hill.....	78	1	6		78	65	26	8	70	77		12	51	2	5	5	5	16		
6	Ottawa.....	64				64	64	54	13	51	64	30		64	64	51			51		
7	Richmond	38	3	7		38	24		3	35	38			3	5	12	10	8			
8	Brockville	55		4		53	53	19	5	50	55		20	14							
9	Prescott.....	76				76	70	30	10	15	25	15		7	4		3				
10	Kemptville.....	63				63	63	25		55	44		10								
11	Gananoque	28		2		25	22	17	9	17	18			9	10	7	6	5			
12	Smith's Falls.....	37				37	35	11		36	34							9			
13	Perth	60				60	60	60		60	60						27	33			
14	Lanark	24				24	24			24	24			18	6						
15	Carleton Place.....	71		4		57	52	34		57	57			34							
16	Kingston.....	50				50	50	25	30	20	50			10	16	13	10	2			
17	Newburgh.....	126				126	126	12	26	100	109			26	77	33					
18	Bath	43				43	43	25		43	43			42		43					
19	Napanee.....	89				87	77	50		87	85			87							
20	Picton.....	89	2	3		85	81	11	3	82	29			85							
21	Consecon	33				27	27	14	19	14	19		14			8	11	14			
22	Belleville.....	173				173	164	44			173						10	163			
23	Port Hope	59				59	59	59		59	59							59			
24	Cobourg	30				24	24	18		24	23										
25	Bowmanville	82		5		82			30	52	82										
26	Colborne	35				30	30	30		30	30			5							
27	Brighton	26				26	26	24	2	24	26			3	21	2					
28	Peterboro'.....	87				87	80	40		60	87										
29	Norwood	36				36	36	14	6	30	36		18				6	30			
30	Whitby	56				56	53	20		45	40		20	53	53	40	20	20	35		
31	Toronto	149				149	149	107	115	34	115			84	53	34		5			
32	Newmarket.....	83				70	79	7	52	27	75			79							
33	Streetsville.....	22				22	22	32		22	22							22			
34	Richmond Hill.....	94				94	80	14		80	80		80				12	72			
35	Brampton.....	48				48	48	30	6	40	12		3	20	24						
36	Bond Head.....	22				22	17	15	16	6				6							
37	Barrie	23				23	11			8	11			14	4	5					
38	Milton	17				17	17			17	17			14							
39	Oakville	91				91	84	19		84	91			30	30	31					
40	Hamilton.....	53				53	53			53	53										
41	Ancaster	35				35	34		35	35	35										
42	Dundas	70				70	70	30	20	50	70		20		10	14	16	30			
43	Brantford	38				38	20	30	8	30	27		4	4	15	9					
44	Paris	51				51	31	46	20	20	20			23	27			1			
45	Niagara	26				2	25	26	10	15	10										
46	St. Catharines	90				90	90	90	40	50	90	30	25	48	22	14	7				
47	Beamsville	46				46	46	14		46	46		7	16	30						
48	Simcoe	34				34	9	10	7	27	17			13	14						
49	Woodstock.....	32				27	27	20			27		1	18	6	2	1				
50	Ingersoll	22				21	21	21		20	20		1					20			
51	Berlin	14				14	14	14		14	14										
52	Galt	70				67	67	34		68	68										
53	Guelph.....	34				27	27		6	26	6			6	23	7	5				
54	Elora	41				41	37	21									6	33			
55	Stratford	68				67	67		45	22	57			45	14	8					
56	Goderich.....	70				62	62	40	22	40	62			7	33	17	5				
57	London.....	75				75	75	14		75	75	16	16	19	23	17	16				
58	St. Thomas.....	19				19	19	19		19	19										
59	Vienna	36				36	36	9	12	24	36			23	13						
60	Chatham	50				50	50	10		50	50			24	26						
61	Port Sarnia.....	70					18			16								16			
Total 1856.....		3386	16	43	3181	2957	1557	637	2257	2775	91	37	179	170	1050	644	376	176	669		
Total 1855.....		3726	29	121	3392	2785	1371	800	2230	2717	188	317	250	214	982	590	506	191	645		
Increase						172	186		27	58				68	54			24			
Decrease		340	13	78	211			163			97	280	71	44		130	15				

OF UPPER CANADA, 1856.

PATR II.—Table H.—(Continued.)

DIFFERENT BRANCHES OF INSTRUCTION.

LATIN.												GREEK.										FRENCH.									
Total in Latin.	Latin Grammar.	Latin Prose Com- position.	Latin Verse Com- position.	Cornelius Nepos and Caesar.	Ovid and Virgil.	Cicero and Horace.	First class.	Second class.	Third class.	Fourth class.	Fifth class.	Total in Greek.	Greek Grammar.	Greek Composition	Xenophon and the Iliad.	Lucian and the Odyssey.	Greek Testament.	Second class.	Third class.	Fourth class.	Fifth class.	Total in French.	French Grammar.	French written Composition.	French oral Com- position.	Fenelon & Molière.	Third class.	Fourth class.	Fifth class.		
1	20	4	8	8	8							10	4		6																
2	11	3	7	4	4		3	4	4			3	3																		
3	4	3	2	3	1		3	3		1		1	1									3	3	3	3		7	5	6		
4	6	6	2	2			4	2														18	18	6	12						
5	12	10	12	1	1	1	1	1	9			2	2	4	4	4		2	4	4	4	22	15	20	22	2					
6	20	5	2	4	10	6	12	15	12	12	6	6	2								24	24	24	24	6	12	6	6			
7	4				1		1	1																							
8		4	22	2	10	13	6	6	13	10	4	15	15	15	15	12					1	8	8	8	5		3	3	2		
9	9	9	6	2	3	2	6	2	1			2	2	2	1	2															
10	7	7	7		4	4						4	4				4					7	7	7	7		4	4	4		
11	4	4	3		1		3	1																							
12	4	4			1		3	1																							
13	27	16	11		9	2	7	9	11		2	1	1									4	4	4	4	4	2		2		
14	8	8	8		6		2	6				1	1																		
15	10	9			6		1															17	17	17			19	1			
16	40	40	15	7	9	2	12	12	9	7	2	7	7		2		2	2	2	2		4	4	3							
17	12	12			1		4	9	1			2	2																		
18	9	9			1		9	1				2	2																		
19	16	16	15	8	8	2	7	8	2	1		8	8	8																	
20	8	8	4		4	2	6	2	2	1																					
21	6	3	6		3		1	2	3			3	3	3				3				7	7	7			7				
22	49	20	8	9	5	2						6	5		1																
23	9	9	6		1		3	6				1	1	1								4	4	4							
24	17	17	16				2	13	2			2	2		2	2															
25	7	7	4		4		3	4				1	1	1			1					6	6	6	6						
26	5		5																												
27	3	3					1	2														7	7						7		
28	11	4	4	2	1							1			1	1						20	20	20	20	20					
29	6	3	4		3	2	4	3	2	2	2	2	2									6	6	4							
30	20	20	20		4		20	20	1		1	3	3	3				3				1	1				1				
31	59	36	32	5	12	5	35	15	18		5	24	24	18	10	5		4	15		5	16	16	10	5	4	7	4	5		
32	23	13	20		2	3	13	2	5		3	5	5		1	1		2				20	20	19	19	1	19	1			
33	8	5	8		3	1	5	3	1			2	2					4		1		6	6	6	6		6				
34	14	14	6		1	5	8	5	5			8	8		2		2	6		2		7	7	4	4		4				
35	17	4	8		7	3	3	7	4	3		3	3	3	3				3			7	2	5	5		2	4			
36	11	11			3		8	3				4	4																		
37	10	4	3		2	3	4	2	3		1	2			2					2											
38	14	14	14																			2	2	2							
39	13	12	1			1	12		1			1								1		2	2	2	17	5	12	5			
40	53	53	30		14	9	3	5	5	8	8	2	2									17	17	17	17						
41	4	4	4																			60	60	60	60						
42	20	20	20		15	5	2			6	11	2	12	12			12		12			5	5	5	5		5				
43	30	28	15	3	14	4	3	4	14	9		6	4	2				2	4	3											
44	19	19	18		8	2	2	10	8		2	3	3	3			3	3	3	3											
45	23	18	7		9		16	7	9	3		7	7					9				2	2								
46	33	33	20		8		13	8	9			18	18	7	7			7	9	7		6	6	6			6				
47	8	8	8		7	1	7	1				2	2						10	7	1		4	4							
48	20	20	20	5	12	8	5	7		2		11	11	5	6	4	6	5		4	2	12	12	12	12	2	3	7	2		
49	32	18	5	4	9	3	18	6	3	1	4	17	12		5	5	9	4	3	1	4	7	7		6	3		4			
50	14	14	14		4	1	12	3	1			5	5	1			1					9	9	9	9		1				
51	10	10	5		5	2					10	3	3		5						3	3	3				3				
52	54	54	25		24	12						16	16	12								6	6	6	6	1					
53	15	10			6	5	6	7	6	3	2	10	5		2	5	9	5		5	2	16	9				5	7	7		
54	23	5	11	5	6							2										10		10	10	2					
55	12	11	8		10		16	5														9	9	7	7	3	2	2	3		
56	18	15			3		14		3						10							28	23			5					
57	63	41	44	5	16	14	33	8	14	7	1	16	16	6	1	6	6	6	3	6	1	29	29	29	11		12	17			
58	12	8	4		4	1						4	3																		
59	17	17	2		6		10	6	1													17	17	11		1	13	3	1		
60	27	24	23			1	24		2	1												6	6	6							
61	11	4	2		5		4	5	3	1		1	1																		
1051	812	600	59	334	204	89	407	258	166	75	55	257	234	109	94	53	61	69	57	29	22	462	428	351	279	66	156	69	49		
1039	835	501	65	281	174	66	431	233	127	53	47	235	200	81	72	26	68	60	53	37	17	365	319	234	168	58	164	47	42		
12		99		53	30	23		25	30	22	8	22	34	28	22	27		9	24		5	97	109	117	111	8		22	7		
	23		6				24										7			8							8				

PART II.—Table I.

THE GRAMMAR SCHOOLS

THE GRAMMAR SCHOOLS.			Opened and Closed with Prayer.	Bible and Testament used.	NAMES OF TEXT BOOKS USED													
					ENGLISH.								LATIN.					
					GRAMMARS.				READERS.				GRAMMARS.				La- tin Books.	Other Latin Books.
					National or Sullivan's.	Lennie's.	Bullion's.	No. of other En. Grammars.	National and Art of Reading.	English Reader.	No. of other Reading Books.	No. of other Books in Eng'h.	Edinburgh Academy.	Eton.	Bullion's.	No. of other Latin Gram'r's.			Arnold's 1st & 2nd Books.	Arnold's other Latin Books.
1	Cornwall	1	1		1			1				1						
2	Williamstown.....	1	1		1			1			1	1					1	1
3	Matilda.....	1	2				1	1			1				2			3
4	L'Original.....				1			1			1	1						1
5	Vankleekhill	1	1		1			1			3	1				1	1	
6	Ottawa	1		1	1						3	1						3
7	Richmond	1	1		1			1				1					1	
8	Brockville		1					1		1	1	1						7
9	Prescott		1				1	1							2			
10	Kemptville		1		1			1							1			
11	Gananoque	1	1		1			1			2	1					1	3
12	Smith's Falls				1			1				1					2	
13	Perth.....	1	1		1										1			
14	Lanark	1	1		1			1						1				
15	Carleton Place	1	1		1			1									1	
16	Kingston	1	1		1			1					1					4
17	Newburgh	1					1	1			1	1						2
18	Bath	1	1		1			1					1				1	1
19	Napanee	1	1				1	1								1		1
20	Picton	1					1						1				1	
21	Consecon	1			1				1		1					1		1
22	Belleville		1		1			1					1				1	
23	Port Hope	1		1				1						1			1	1
24	Cobourg	1	1		1				1				1				3	
25	Bowmanville	1	1				1	1								1		1
26	Colborne	1				1		1							1			
27	Brighton	1	1			1					1				2		2	
28	Peterborough				1						1						2	1
29	Norwood	1	1		1			1									2	3
30	Whitby.....		1		1		1				1						1	
31	Toronto.....	1	1		1						1	1				1		
32	Newmarket.....		1		1	1		1			1	1		1			1	
33	Streetsville	1	1		1			1				1					1	
34	Richmond Hill	1	1		1		1	1			1			1				1
35	Brampton	1	1		1		1				1	1	1		1		1	2
36	Bond Head		1		1			1									1	1
37	Barrie	1	1	1					1	1	1						1	3
38	Milton				1			2			1					1		2
39	Oakville	1	1			1		2						1				
40	Hamilton					1		1			1			1				2
41	Ancaster	1	1		1			2			1	1				1		
42	Dundas.....		1		1			1			1			1			1	1
43	Brantford.....	1	1		1			1				1						4
44	Paris	1	1		1					2	1		1					2
45	Niagara.....	1	1	1				3			1						1	2
46	St. Catharines...	1	1			1		2			3			1			1	1
47	Beamsville	1	1	1	1							1					1	
48	Simcoe	1	1				1	1			1		1		1	1	1	
49	Woodstock		1		1						1	1				1		
50	Ingersoll				1						1	2				1		4
51	Berlin.....	1	1	1			1								1			1
52	Galt	1				1		1			1				1			
53	Guelph	1	1		1		1	1			2				2			
54	Elora	1	1					1				1			1		1	
55	Stratford	1			1			1			2	1						3
56	Goderich	1	1		1			1			1					1		1
57	London	1	1		1			1			2							4
58	St. Thomas	1	1			1					1			1				
59	Vienna		1		1			1									1	3
60	Chatham	1	1		1			1						1			1	1
61	Port Sarnia	1	1		1			1			1	1						
Total 1856.....		45	47	6	42	8	12	50	3	10	41	21	8	10	16	12	34	72
Total 1855.....		44	50	2	50	6	9	48	9	18	36	21	18	3	21	22	25	92
Increase		1		4		2	3	2			5			7			9	
Decrease			3		8				6	8			10		5	10		20

OF UPPER CANADA, 1856.

PART II.—Table I.

IN THE GRAMMAR SCHOOLS.

GREEK.					FRENCH.					MATHEMATICS.					Geography and History.		OTHER BOOKS.														
GRAMMARS.					Anthon's.	Greek Testament.	Other Greek Books.	GRAMMARS.					Arithmetic.		Algebras.	Euclid.	Nat'l & Sullivan's.	White's.	Putz & Arnold.	Other Geo. Hist.	Olmstead's Nat. Philosophy.	Patterson's Zoology.	Physiology.	Other Books.							
Edinburgh Academy.	Eton.	Bullion's.	No. of other Greek Gram's.	Arnold's Greek Books.				Merlet's French Grammar.	Noel and Chap-sal.	Collet's or Bol-mar's Levizac.	Arnold's French Books.	No. of other French Gram's.	Other French Books.	National.	Thompson's.	Other Authors.									Thompson's.	Colerus's.	Leomis's.	Other Algebras.	Colenso.	Pott's.	Other Euclids.
1	1					2					1			1						1	1	1				1					
2	1					1																									
3			1					1						1																	
4																															
5	1									1				1																	
6	1			1		2			1					1												1					
7																															
8	1					2	4			1				2			1														
9							1							1																	
10		1	1																												
11														1																	
12																															
13						1	2							1																	
14																															
15						1								1																	
16							2																								
17	1					1	2			1																					
18				1		1								1																	
19				1										1																	
20						1	1																								
21				1		1				1				1																	
22	1						1							1																	
23		1	1																												
24			1											1																	
25		1				1	1																								
26		1								1				1																	
27										1																					
28										1																					
29		1																													
30			1																												
31	1			1						1				1																	
32	1			1										1																	
33	1			1																											
34	1						1			2				1																	
35	1					1	1			1				1																	
36						1	1																								
37							1																								
38																															
39							2																								
40						1								1																	
41							1																								
42		1		1										1																	
43	1					1	1							1																	
44				1			2							1																	
45			1	1										1																	
46		1		1																											
47				1																											
48	1	1					1	1						1																	
49	1		1							1																					
50						1	3																								
51			1				1																								
52	1						1	1						1																	
53			2											1																	
54	1					1	2																								
55														1																	
56														1																	
57				1	1		2							1																	
58																															
59														1																	
60																															
61	1													1																	
18					5	15	39	4	1	15		24	49	47	25	8	3	24	7	45	18	12	68	17	15	20	121	6	2	222	
22					2	11	35	1	1	17	4	22	34	42	30	12	1	17	8	57	11	2	61	8	8	7	150	1		463	
					3	4	4	3				2	15	5			2	7			7	10	7	9	7	13		5	2		
4										2	4				5	4															

PART II.—Table K.

THE NORMAL SCHOOL

Abstract No. 1 —GROSS ATTENDANCE OF STUDENTS—

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.				Applicants for admission.			Rejected.			Admitted.			Admitted by Fees.			Who had been Teachers for admission.		
				Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
NO.																		
1	First Session,	1847-48	...	...	...	...	71	71	...	63	63	...	4	4	...	27	27	...
2	Second Session,	1848	...	...	...	...	140	112	28	125	98	27	5	4	1	93	86	7
3	Third Session,	1848-49	...	...	...	...	123	88	35	112	73	39	19	14	5	61	51	10
4	Fourth Session,	1849	...	...	...	...	131	106	25	112	88	24	7	7	...	70	61	9
5	Fifth Session,	1849-50	...	...	...	...	160	109	51	135	92	43	11	2	4	75	56	19
6	Sixth Session,	1850-51	...	...	...	...	102	66	36	74	49	25	2	1	...	48	31	17
7	Seventh Session,	1851-52	...	...	...	...	93	63	30	86	60	26	1	4	...	63	51	12
8	Eighth Session,	1852	...	...	...	...	122	78	44	101	71	30	...	...	...	60	47	13
9	Ninth Session,	1852-53	...	...	...	...	162	83	79	144	74	70	...	...	...	64	31	33
10	Tenth Session,	1853	...	...	...	...	169	98	71	161	97	64	...	...	...	66	49	17
11	Eleventh Session,	1853-54	...	...	...	...	175	66	109	160	53	107	...	...	...	61	29	32
12	Twelfth Session,	1854	...	...	...	...	121	52	69	111	52	59	...	...	...	52	41	11
13	Thirteenth Session,	1854-55	...	...	...	...	106	39	67	101	39	62	...	...	...	43	25	18
14	Fourteenth Session,	1855	...	...	...	...	93	46	47	86	44	42	...	...	...	39	36	3
15	Fifteenth Session,	1855-56	...	...	...	...	145	57	88	137	55	82	...	...	...	53	26	27
16	Sixteenth Session,	1856	...	...	...	...	131	69	62	118	66	52	...	...	...	54	39	15
17	Seventeenth Session,	1856-57	...	...	...	...	143	82	61	134	75	59	...	...	...	66	46	20
	Total.....						2187	1290	897	237	133	104	1950	1157	793	49	36	13
																995	732	263

Abstract No. 2.—COUNTIES FROM WHENCE

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Stormont, Dundas and Glenagarry.			Prescott and Russell.			Carleton.			Leeds and Grenville.			Lanark and Renfrew.			Frontenac, Lennox and Addington.			Prince Edward.			Hastings.			Northumberland and Durham.			Peterborough and Victoria.			Ontario.			York and Peel.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.			
1	First Session,	1847-48	3	3	..	2	2	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	Second Session,	1848	7	6	1	1	1	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	Third Session,	1848-49	2	2	..	..	..	..	..	..	..	3	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	Fourth Session,	1849	1	1	..	..	..	..	2	2	..	3	3	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	Fifth Session,	1849-50	1	1	..	..	..	..	..	..	..	9	9	7	7	4	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6	Sixth Session,	1850-51	..	..	..	..	3	2	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	Seventh Session,	1851-52	1	1	..	2	2		
8	Eighth Session,	1852	..	..	..	..	1	..	1	2	2	..	5	5	..	7	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	Ninth Session,	1852-53	2	2	..	..	1	..	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	Tenth Session,	1853	3	3	..	..	1	1	..	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	Eleventh Session	1853-54	3	2	1	..	..	..	..	..	..	2	2	1	1	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	Twelfth Session,	1854	7	3	4	..	2	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	Thirteenth Session,	1854-55	..	..	1	..	1	2	2	..	..	1	1	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
14	Fourteenth Session,	1855	2	2	..	..	1	..	..	..	..	3	3	1	1	4	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
15	Fifteenth Session,	1855-56	3	..	3	6	3	3	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
16	Sixteenth Session,	1856	4	3	1	3	2	1	..	..	..	3	2	1	4	3	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
17	Seventeenth Session,	1856-57	4	1	3	..	..	1	1	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total			44	30	14	23	14	9	12	12	..	41	23	8	49	45	4	53	45	13	69	56	13	37	35	2	94	73	21	29	28	1	118	74	44	673	318	355

PART II.—Table K.—(Continued.)

THE NORMAL SCHOOL

Abstract No. 3.—RELIGIOUS DENOMINATIONS OF THE

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.			Total No. of Students Admitted.			Church of England.			Roman Catholics.			Pres- byterians.			Methodists.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
NO.																	
1	First Session,	1847-48	63	63	...	14	14	...	7	7	...	10	10	...	22	22	...
2	Second Session,	1848	123	98	27	30	24	6	8	7	1	29	21	8	33	27	6
3	Third Session,	1848-49	108	76	32	21	9	12	6	6	...	20	12	8	42	33	9
4	Fourth Session,	1849	112	88	24	22	15	7	5	4	1	12	10	2	52	41	11
5	Fifth Session,	1849-50	135	92	43	22	16	6	12	9	3	25	20	5	52	34	18
6	Sixth Session,	1850-51	74	49	25	10	8	2	6	2	4	10	9	1	31	20	11
7	Seventh Session,	1851-52	80	60	20	8	7	1	5	2	3	16	16	...	37	26	11
8	Eighth Session,	1852	101	71	30	17	13	4	7	6	1	20	14	6	34	21	13
9	Ninth Session,	1852-53	144	74	70	22	10	12	6	5	1	28	18	10	69	28	41
10	Tenth Session,	1853	161	97	64	26	18	8	7	4	3	38	22	16	55	32	23
11	Eleventh Session,	1853-54	160	58	102	17	6	11	6	1	5	52	16	36	55	22	33
12	Twelfth Session,	1854	111	52	59	13	5	8	9	3	6	36	17	19	44	20	24
13	Thirteenth Session,	1854-55	101	39	62	17	7	10	1	...	1	32	17	15	33	11	22
14	Fourteenth Session,	1855	86	44	42	12	5	7	4	2	2	22	11	11	27	16	11
15	Fifteenth Session,	1855-56	137	55	82	10	3	7	2	1	1	42	15	27	46	18	28
16	Sixteenth Session,	1856	118	66	52	10	5	5	3	2	1	31	16	15	52	31	21
17	Seventeenth Session,	1856-57	143	84	59	16	10	6	1	1	...	55	35	20	49	27	22
	Total		1959	1166	793	237	175	112	95	62	33	478	279	199	733	429	304

FOR UPPER CANADA.

PART II.—Table K.—(Continued.)

STUDENTS ATTENDING THE NORMAL SCHOOL.

Baptists.			Congregationalists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciples.			Other Persuasions.		
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	4	4	..	5	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..
2	9	7	2	11	8	3	..	..	..	..	..	1	1	..	1	1	..	..	..	..	3	2	1
3	6	4	2	2	1	1	1	1	..	1	1	..	..	..	1	..	..	..	..	..	8	8	..
4	9	6	3	5	5	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	6	6	..
5	14	5	9	4	2	2	..	..	..	..	..	..	..	..	..	..	..	2	2	..	4	4	..
6	8	4	4	4	3	1	..	..	..	2	2	..	..	..	..	..	..	..	..	..	3	1	2
7	8	6	2	4	1	3	..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	1	..
8	10	8	2	3	2	1	..	..	..	1	1	..	..	..	..	..	..	..	..	..	9	6	3
9	10	5	5	2	2	..	..	..	..	2	2	..	..	..	..	..	..	2	2	..	3	2	1
10	16	11	5	3	1	2	..	..	..	4	4	..	..	..	1	..	1	3	1	2	6	4	2
11	16	6	10	7	3	4	..	..	..	3	3	..	..	..	2	1	1	1	..	1	..	1	1
12	5	5	..	2	..	2	..	..	..	1	1	..	..	..	..	..	..	..	..	..	1	1	..
13	8	1	7	5	..	3	..	..	..	2	..	2	..	..	1	1	..	1	1	..	1	1	..
14	13	7	6	6	1	3	..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	1	..
15	21	10	11	10	3	7	..	..	..	1	1	..	..	..	1	..	1	..	..	..	4	4	..
16	9	5	4	10	5	5	..	..	..	..	..	..	..	..	..	..	..	3	2	1	..	..	..
17	9	6	3	6	2	4	..	..	..	3	1	2	..	..	..	..	..	..	..	..	4	2	2
177	100	77	89	44	45	1	1	..	20	16	4	1	1	..	7	4	3	15	11	4	56	44	12

PART II.—Table L.

THE OTHER EDUCATIONAL

MUNICIPALITIES.		COLLEGES.				ACADEMIES.			PRIVATE SCHOOLS.					TOTAL.		
		No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of Private Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools and Academies.	Total Students and Pupils.	Total Amount received from Fees and Legislative aid.
Counties.				£ s. d.	£ s. d.			£ s. d.					£ s. d.			£ s. d.
1	Glengarry.....	...	...	.....	.....	...	...	.....	2	40	10	2	.....	2	40	.....
2	Stormont.....	...	...	.....	.....	...	...	.....	2	...	...	...	.....	2	...	.....
3	Dundas.....	...	...	.....	.....	...	...	.....	1	20	8	1	16 0 0	1	20	16 0 0
4	Prescott.....	...	...	.....	.....	...	...	.....	1	15	6	1	.....	1	15	.....
5	Russell.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
6	Carleton.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
7	Grenville.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
8	Leeds.....	...	...	.....	.....	...	...	.....	2	68	12	1	58 10 0	2	68	58 10 0
9	Lanark.....	...	...	.....	.....	1	3	12 0 0	4	49	10	3	10 0 0	5	52	22 0 0
10	Renfrew.....	...	...	.....	.....	...	...	.....	2	34	10	2	70 0 0	2	34	70 0 0
11	Frontenac.....	...	...	.....	.....	...	...	.....	1	24	8	1	13 0 0	1	24	13 0 0
12	Addington.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
13	Lennox.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
14	Prince Edward.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
15	Hastings.....	...	...	.....	.....	...	...	.....	1	32	1	...	4 0 0	1	32	4 0 0
16	Northumberland.....	...	...	.....	.....	...	...	.....	2	17	8	2	16 0 0	2	17	16 0 0
17	Durham.....	...	...	.....	.....	...	...	.....	4	59	10	5	37 12 6	4	59	37 12 6
18	Peterborough.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
19	Victoria.....	...	...	.....	.....	...	...	.....	1	13	9	1	20 0 0	1	13	20 0 0
20	Ontario.....	...	...	.....	.....	...	...	.....	1	20	12	4	34 0 0	1	20	34 0 0
21	York.....	...	...	.....	.....	...	...	.....	7	225	10	10	159 10 0	7	225	159 10 0
22	Peel.....	...	...	.....	.....	...	...	.....	2	27	11	2	44 2 0	2	27	44 2 0
23	Simcoe.....	...	...	.....	.....	1	10	100 0 0	7	99	11	6	177 10 0	8	109	277 10 0
24	Holton.....	...	...	.....	.....	...	...	.....	8	175	12	9	293 5 0	8	175	293 5 0
25	Westworth.....	...	...	.....	.....	...	...	.....	5	97	8	4	28 0 0	5	97	28 0 0
26	Brant.....	...	...	.....	.....	...	...	.....	8	170	5	10	.....	8	170	.....
27	Lincoln.....	...	...	.....	.....	...	...	.....	3	40	11	3	87 15 0	3	40	87 15 0
28	Welland.....	...	...	.....	.....	...	...	.....	3	57	8	2	7 10 0	3	57	7 10 0
29	Haldimand.....	...	...	.....	.....	...	...	.....	1	30	12	2	90 0 0	1	30	90 0 0
30	Norfolk.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
31	Oxford.....	...	...	.....	.....	...	...	.....	5	65	12	5	80 10 0	5	65	80 10 0
32	Waterloo.....	...	...	.....	.....	...	...	.....	4	28	10	2	22 5 0	4	28	22 5 0
33	Wellington.....	...	...	.....	.....	...	...	.....	9	147	4	11	38 2 6	9	147	38 2 6
34	Grey.....	...	...	.....	.....	...	...	.....	1	20	4	3	120 0 0	1	20	120 0 0
35	Perth.....	...	...	.....	.....	...	...	.....	1	12	3	1	9 0 0	1	12	9 0 0
36	Huron.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
37	Bruce.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
38	Middlesex.....	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
39	Elgin.....	...	...	.....	.....	...	...	.....	1	7	12	1	25 0 0	1	7	25 0 0
40	Kent.....	...	...	.....	.....	...	...	.....	2	45	9	2	30 0 0	2	45	30 0 0
41	Lambton.....	...	...	.....	.....	...	...	.....	5	86	11	5	147 0 0	5	86	147 0 0
42	Essex.....	...	...	.....	.....	1	80	250 0 0	3	54	7	3	126 0 0	4	134	376 0 0
Total.....		...	...	.....	.....	3	93	362 0 0	99	1775	8	104	1764 12 0	102	1868	2126 12 0
Cities.																
1	Toronto.....	8	800	20000 0 0	3800 0 0	6	300	1000 0 0	8	200	...	...	350 0 0	22	1300	25150 0 0
2	Hamilton.....	...	...	.....	.....	1	80	800 0 0	15	600	...	...	700 9 0	16	680	1500 0 0
3	Kingston.....	2	225	1790 0 0	3600 0 0	2	80	350 0 0	14	570	...	...	600 0 0	18	875	6340 0 0
4	London.....	...	...	.....	.....	1	79	400 0 0	4	48	12	8	520 0 0	5	118	920 0 0
5	Ottawa.....	1	70	300 0 0	300 0 0	...	...	.....	9	270	...	12	.....	10	340	600 0 0
Total.....		11	1095	22090 0 0	7700 0 0	10	530	2550 0 0	50	1688	12	20	2170 0 0	71	3313	34510 0 0

INSTITUTIONS OF UPPER CANADA, 1856.

PART II.—Table L.—(Continued.)

MUNICIPALITIES.	COLLEGES.				ACADEMIES.			PRIVATE SCHOOLS.					TOTAL.		
	No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of Private Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools and Academies.	Total Students and Pupils.	Total Amount received from Fees and Legislative aid.
<i>Towns.</i>			£ s. d.	£ s. d.		£ s. d.						£ s. d.			£ s. d.
1 Belleville.....	6	143	10	9	126 14 0	6	143	126 14 0
2 Brantford	3	59	12	6	460 0 0	3	59	460 0 0
3 Brockville	3	130	.....	...	...	...	8	.....	3	130	.....
4 Chatham.....	1	40	175 0 0	3	60	12	3	250 0 0	4	100	425 0 0
5 Cobourg	1	240	750 0 0	950 0 0	3	100	600 0 0	2	30	...	...	50 0 0	6	370	2350 0 0
6 Cornwall.....	3	...	...	...	.....	3	...	.....
7 Dundas	6	175	...	8	.....	6	175	.....
8 Goderich.....	3	...	...	...	.....	3	...	.....
9 Guelph.....	2	...	...	3	.....	2	...	.....
10 Niagara	1	40	130 0 0	2	35	12	3	150 0 0	3	75	280 0 0
11 Paris.....	3	30	12	4	120 0 0	3	30	120 0 0
12 Perth	2	40	...	...	60 0 0	2	40	60 0 0
13 Peterboro'	3	70	...	...	160 0 0	3	70	160 0 0
14 Picton.....	1	15	.....	2	40	8	2	.....	3	55	.....
15 Port Hope	3	60	10	5	250 0 0	3	60	250 0 0
16 Prescott	2	100	12	3	.....	2	100	.....
17 St. Catharines	7	180	12	9	.....	7	180	.....
18 Whitby	3	71	6	4	116 14 0	3	71	116 0 0
Total	1	240	750 0 0	950 0 0	11	325	905 0 0	57	1084	10	67	1682 14 0	69	1619	4237 14 0
<i>Town Municipalities.</i>															
1 Amherstburgh	1	14	10	1	40 0 0	1	14	40 0 0
2 Barrie	4	74	10	8	300 0 0	4	74	300 0 0
3 Simcoe.....	4	100	6	4	292 0 0	4	100	292 0 0
4 Woodstock.....	3	50	11	3	400 0 0	3	50	400 0 0
Total.....	12	238	9	18	1032 0 0	12	238	1032 0 0
<i>Villages.</i>															
1 Berlin	1	10	6	1	.....	1	10	.....
2 Bowmanville	1	...	.....	3	...	...	...	.....	4	...	.....
4 Brampton	2	34	12	...	60 0 0	2	34	60 0 0
4 Caledonia
5 Chippewa	2	20	12	2	30 0 0	2	20	30 0 0
6 Galt	1	30	12	1	60 0 0	1	30	60 0 0
7 Ingersoll.....
8 Napanee	1	40	12	2	.....	1	40	.....
9 Oshawa	1	24	130 0 0	2	62	9	3	92 0 0	3	86	222 0 0
10 Preston.....
11 St. Mary's
12 St. Thomas	2	35	120 0 0	...	...	...	...	.....	2	35	120 0 0
13 Smith's Falls.....	1	15	12	1	15 0 0	1	15	15 0 0
14 Stratford.....	1	25	12	1	40 0 0	1	25	40 0 0
15 Thorold	2	45	12	3	112 0 0	2	45	112 0 0
16 Trenton	2	60	8	2	100 0 0	2	60	100 0 0
17 Windsor
18 Vienna	1	30	5	1	22 10 0	1	30	12 10 0
19 Yorkville.....	2	57	12	3	180 0 0	2	57	180 0 0
Total.....	4	59	250 0 0	21	428	10	20	701 10 0	25	487	951 10 0
Grand Total	12	1335	22840 0 0	8650 0 0	28	1007	1067 0 0	239	5213	9	209	7350 16 0	279	7558	42907 16 0
Total 1855	10	1100	22833 0 0	8126 0 0	29	1053	3900 0 0	278	6331	8	232	7945 15 9	317	8684	42804 15 9
Increase	2	235	7 0 0	524 0 0	...	...	167 0 0	...	...	1	...	...	...	...	103 0 3
Decrease	1	46	.....	39	1318	...	23	594 19 9	38	1129	.....

PART II.—Table M.

THE FREE PUBLIC LIBRARIES

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	THE FREE PUBLIC LIBRARIES						VOL.	
	MONIES.					Total No. Volumes in Library.	History.	
	Amount of Local Appropriation for 1856.	Amount of Legislative Apportion- ment for 1856.	Value of Books sent in 1856.	Value of Books sent in former years.	Total Value of Books sent.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
Glengarry :								
Charlottenburgh, No. 12.....	.....	.....	.....	50 0 0	50 0 0	454	40
Stormont :								
Cornwall, No. 15.....	.....	.....	.....	40 0 0	40 0 0	350	43
Osnabruck .....	.....	.....	.....	100 0 0	100 0 0	794	127
Dundas :								
Matilda.....	.....	.....	.....	200 0 0	200 0 0	1401	216
Prescott :								
Caledonia, No. 1.....	.....	.....	.....	13 0 0	13 0 0	136	27
Hawkesbury, East, No. 1...	2 10 0	2 10 0	5 0 0	.....	5 0 0	36	12
Hawkesbury, West .....	.....	.....	.....	50 0 0	50 0 0	467	84
Longueuil.....	.....	.....	.....	160 0 0	160 0 0	1149	228
Russell :								
Clarence, No. 1.....	.....	.....	.....	20 0 0	20 0 0	184	56
Cumberland	50 0 0	50 0 0	100 0 0	.....	100 0 0	798	157
Carleton :								
Gloucester, No. 8 .....	.....	.....	.....	6 0 0	6 0 0	38	17
Gouibourn	20 0 0	20 0 0	9 15 1	40 0 0	49 15 1	394	128	
Marlborough .....	.....	.....	.....	100 0 0	100 0 0	846	146
Nepean .....	.....	.....	.....	100 0 0	100 0 0	872	213
Osgoode.....	.....	.....	.....	70 0 0	70 0 0	588	118
Grenville :								
Augusta, No. 4 .....	.....	.....	.....	24 0 0	24 0 0	157	50
Edwardsburgh .....	.....	.....	.....	100 0 0	100 0 0	925	131
Oxford, No. 4 .....	.....	.....	.....	50 0 0	50 0 0	362	53
Oxford, No. 13.....	5 0 0	5 0 0	10 0 0	.....	10 0 0	111	23
Leeds :								
Elizabethtown, var. sections.	18 5 0	18 5 0	36 10 0	.....	36 10 0	310	47
Do. No. 21.....	.....	.....	.....	25 0 0	25 0 0	152	41
Lansdowne F, No. 16	3 2 0	3 2 0	6 4 0	.....	6 4 0	64	.....
Yonge & Escott Rear, No. 6.	.....	.....	.....	50 0 0	50 0 0	409	49
Yonge, No. 10.....	.....	.....	.....	5 1 0	5 1 0	59	5
Lanark :								
Darling	10 0 0	10 0 0	20 0 0	.....	20 0 0	229	81
Drummond .....	.....	.....	.....	100 0 0	100 0 0	761	169
Elmsley.....	50 0 0	50 0 0	100 0 0	.....	100 0 0	729	127
Lanark and Darling.....	.....	.....	.....	120 0 0	120 0 0	1113	135
Packenhams .....	.....	.....	.....	80 0 0	80 0 0	609	127
Ramsay	35 0 0	35 0 0	70 0 0	210 0 0	180 9 0	1995	419	
Do. No. 10.....	.....	.....	.....	20 0 0	20 0 0	161	39
Renfrew :								
Bagot, No. 1.....	.....	.....	.....	5 0 0	8 0 0	91	14
Bromley .....	.....	.....	.....	23 17 5	23 17 5	147	39
Pembroke, No. 2.....	.....	.....	.....	42 10 0	42 10 0	352	107
Ross	17 5 0	17 5 0	34 10 0	30 0 0	66 10 0	507	94	
Westmeath .....	.....	.....	.....	100 0 0	100 0 0	828	154
Frontenac :								
Pittsburgh .....	.....	.....	.....	60 0 0	60 0 0	572	124
Lennox :								
Fredericksburgh .....	.....	.....	.....	80 0 0	80 0 0	677	112
Richmond .....	.....	.....	.....	100 0 0	100 0 0	879	123
Prince Edward :								
Athol .....	.....	.....	.....	100 0 0	100 0 0	811	113
Sophiasburgh .....	.....	.....	.....	200 0 0	200 0 0	1381	232
Hastings :								
Sidney .....	.....	.....	.....	100 0 0	100 0 0	912	121
Thurlow .....	.....	.....	.....	200 0 0	200 0 0	1426	267
Northumberland :								
Brighton .....	.....	.....	.....	150 0 0	150 0 0	1322	160
Haldimand .....	.....	.....	.....	100 0 0	100 0 0	835	119
Hamilton .....	.....	.....	.....	120 0 0	120 0 0	907	144
Monaghan, S., No. 4.....	5 10 0	5 10 0	11 0 0	.....	11 0 0	160	.....
Murray .....	.....	.....	.....	150 0 0	150 0 0	1353	167
Seymour .....	.....	.....	.....	410 6 0	400 0 0	2927	371
Durham :								
Cavan, No. 7 .....	.....	.....	.....	9 17 10	9 17 10	106	13
Clarke .....	.....	.....	.....	100 0 0	100 0 0	689	137
Darlington .....	.....	.....	.....	100 0 0	100 0 0	831	125

OF UPPER CANADA, 1856.

PART II.—Table M.

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

U M E S.																		S. SCHOOL LIBRARIES.		OTHER LIBRARIES.	
Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Tales.	Teacher's Library.	No. of times vols. taken out.	No. of inhabitants reading.	No. of Libraries.	No. of Volumes.	No. of Libraries.	No. of Volumes.	
21	2	1	2	2	2	13	1	33	27	40	22	36	211	1	748	40	9	1000			
42	12	21	3	3	6	1	1	17	23	16	18	32	105	7	200	20	9	1050	2	300	
50	5	28	15	5	7	2	5	22	31	85	30	94	261	7	N.R.	N.R.					
88	17	35	30	12	20	8	7	70	84	187	82	177	361	7	544	97	18	2568	1	50	
15	4	3	...	3	1	...	2	18	12	4	4	11	31	1	140	65	18	2650	2	1500	
...	...	7	1	...	1	...	...	1	1	2	2	9	...	...	N.R.	N.R.				
18	6	23	2	3	2	2	5	20	14	12	9	34	223	10	N.R.	N.R.					
94	17	37	22	7	14	7	9	62	50	108	65	130	295	4	N.R.	N.R.					
22	2	22	2	3	3	...	1	3	2	13	9	23	19	4	132	...	10	900	1	800	
42	10	16	19	2	15	...	...	15	24	44	88	133	223	10	N.R.	N.R.				
4	...	...	1	1	...	...	...	1	...	4	7	1	2	...	82	62	27	3478	2	180
13	5	26	2	5	3	1	3	20	17	28	17	65	51	10	N.R.	N.R.					
56	14	37	28	10	27	5	3	41	38	49	71	119	196	6	N.R.	N.R.					
57	12	35	12	6	9	4	3	46	63	41	21	94	251	5	147	49					
27	6	8	22	8	3	1	4	14	18	30	37	52	231	9	92	62					
13	...	3	4	...	2	...	...	22	13	3	1	8	34	4	80	11	22	2900		
72	19	37	31	6	17	16	4	39	64	62	35	74	306	12	246	84					
21	2	18	3	2	3	3	10	10	7	43	33	55	96	12	1136	149					
7	1	13	...	2	1	...	...	13	5	5	1	8	29	3	N.R.	N.R.				
14	11	2	4	2	...	...	1	11	2	19	55	46	88	8	75	...	51	5658	1	200
28	5	...	3	3	3	3	2	9	6	16	10	9	11	3	N.R.	N.R.					
...	...	7	...	2	1	...	...	1	2	4	...	4	42	1	N.R.	N.R.				
33	2	12	4	5	1	1	2	36	14	19	33	18	166	4	N.R.	485					
10	...	...	...	...	...	...	1	5	1	4	...	...	32	1	59	21				
21	13	13	...	...	12	...	...	2	6	4	...	11	60	6	36	10	56	7000	20	5500
30	1	24	11	5	11	8	1	25	11	83	84	88	206	4	125	120					
46	9	22	19	7	14	1	1	34	11	86	46	104	183	19	...	...			
82	20	38	40	4	19	11	5	31	60	81	34	91	450	12	1428	301					
42	4	9	10	7	7	1	1	22	31	84	40	16	218	...	2294	344					
78	18	48	29	13	10	6	5	100	57	322	183	194	409	4	3230	347					
24	2	5	11	2	1	1	2	7	6	16	3	23	15	4	...	...			
10	...	1	...	...	1	...	...	9	1	1	...	3	61	...	N.R.	N.R.	14	1337	3	850
4	...	1	4	3	...	...	...	13	6	22	6	18	31	...	N.R.	N.R.				
47	3	25	1	5	4	3	1	14	26	25	3	33	51	4	200	80					
23	4	13	15	4	6	2	1	16	15	90	27	29	164	4	N.R.	N.R.					
86	13	27	20	4	21	15	3	45	45	46	68	56	221	4	195	79					
74	12	32	3	3	12	1	2	43	31	26	45	75	85	4	N.R.	N.R.	24	3002	3	949	
73	12	25	26	5	11	6	3	44	33	66	54	77	122	3	N.R.	N.R.	11	1035	3	285	
78	21	41	22	10	25	8	4	49	52	103	57	121	151	14	452	121					
85	8	14	16	5	7	5	4	43	27	73	63	100	234	14	718	126	26	3365	2	830	
87	21	34	23	8	19	7	5	67	78	205	64	154	359	18	3168	502					
91	14	31	23	9	15	5	3	37	57	56	51	88	317	14	N.R.	N.R.	22	3428	2	347	
107	16	36	30	12	21	8	6	64	69	152	80	195	331	22	721	441					
84	14	36	13	7	40	16	4	62	53	45	64	88	627	9	N.R.	N.R.	55	7036	5	1580	
79	16	24	18	4	13	3	7	42	62	74	76	82	201	10	N.R.	N.R.					
61	10	35	16	7	11	12	7	34	40	162	66	82	215	6	699	363					
...	...	...	...	...	...	...	...	...	...	7	...	...	153	...	160	140				
111	21	41	28	13	8	4	5	47	80	131	93	127	463	14	424	297					
187	27	49	61	17	38	28	8	112	156	284	209	314	1044	22	N.R.	N.R.	33	4012	3	432	
1	...	...	3	...	...	...	...	1	1	6	6	18	56	1	106	N.R.				
39	16	37	23	6	11	3	3	33	49	80	66	68	109	9	N.R.	N.R.					
49	9	26	18	6	6	6	3	32	19	93	54	91	282	12	42	107					

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	THE FREE PUBLIC LIBRARIES					VOL.	
	MONIES.					Total number of Volumes in Library.	History.
	Amount of Local Appropriation for 1856.	Amount of Legislative Apportion- ment for 1856.	Value of Books sent in 1856.	Value of Books sent in former years.	Total Value of Books sent.		
<i>Peterboro:</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
Asphodel .....	.....	.....	.....	50 0 0	50 0 0	433	79
Do. No. 10.....	.....	.....	.....	10 10 0	10 10 0	102	35
Douro, No. 9 .....	.....	.....	.....	16 0 0	16 0 0	147	19
Dummer and Burleigh.....	.....	.....	.....	20 0 0	20 0 0	243	43
Monaghan North .....	.....	.....	.....	60 0 0	60 0 0	412	99
Smith .....	.....	.....	.....	80 0 0	80 0 0	674	119
County Jail.....	5 10 10	5 10 10	11 1 8	.....	11 1 8	94	24
<i>Victoria:</i>							
Eldon, S. S., No. 1.....	2 10 0	2 10 0	5 0 0	.....	5 0 0	64	7
Emily, S. S., No. 4.....	5 0 0	5 0 0	10 0 0	.....	10 0 0	54	16
Fenelon.....	10 0 0	10 0 0	20 0 0	.....	20 0 0	140	23
<i>Ontario:</i>							
Brock, S. S., No. 6.....	7 3 9	7 3 9	14 7 6	.....	14 7 6	117	35
Do. No. 8.....	.....	.....	.....	15 0 0	15 0 0	139	43
Pickering, No. 1.....	.....	.....	.....	20 0 0	20 0 0	135	26
Do. No. 3.....	.....	.....	.....	60 0 0	60 0 0	438	87
Do. No. 7.....	.....	.....	.....	78 0 0	78 0 0	625	96
Mara and Rama.....	.....	.....	.....	50 0 0	50 0 0	382	87
Reach, No. 4.....	.....	.....	.....	42 0 0	42 0 0	346	62
Thorah .....	.....	.....	.....	60 0 0	60 0 0	437	87
Whitby .....	.....	.....	.....	600 0 0	600 0 0	3870	724
<i>York:</i>							
Etobicoke.....	.....	.....	.....	140 0 0	140 0 0	1030	147
Georgina .....	.....	.....	.....	40 0 0	40 0 0	332	49
Gwillimbury, East, No. 3...	.....	.....	.....	18 0 0	18 0 0	159	15
Do. do. No. 8...	.....	.....	.....	17 15 0	17 15 0	179	45
King .....	.....	.....	.....	300 0 0	300 0 0	2218	299
Newmarket, G. S.....	18 8 1	18 8 1	36 16 3	.....	36 16 3	101	62
Toronto Jail	32 18 2	32 18 2	65 16 4	.....	65 16 4	616	82
Scarboro', No. 9.....	.....	.....	.....	5 15 0	5 15 0	21	3
Vaughan, Township.....	.....	.....	.....	523 12 0	523 12 0	3673	809
Do. No. 12 .....	.....	.....	.....	50 13 0	50 13 0	763	132
Do. A. B. C.....	.....	.....	.....	12 0 0	12 0 0	113	6
Do. and Markham, No. 1.	.....	.....	.....	28 0 0	28 0 0	261	35
Whitchurch, No. 1 .....	.....	.....	.....	87 10 0	87 10 0	699	94
Do. No. 2 .....	.....	.....	.....	40 0 0	40 0 0	287	35
Do. No. 4	5 0 0	5 0 0	10 0 0	.....	10 0 0	63	14
Do. No. 12.....	.....	.....	.....	16 10 6	16 10 6	146	43
York .....	.....	.....	.....	400 0 0	400 0 0	2921	380
<i>Peel:</i>							
Albion .....	.....	.....	.....	180 0 0	180 0 0	1403	257
Caledon.....	.....	.....	.....	200 0 0	200 0 0	1559	278
Chinguacousy.....	.....	.....	.....	600 0 0	600 0 0	3818	513
Toronto.....	.....	.....	.....	150 0 0	150 0 0	1234	165
<i>Simcoe:</i>							
Flos	25 0 0	25 0 0	50 0 0	.....	50 0 0	410	57
Gwillimbury, W.....	.....	.....	.....	200 0 0	200 0 0	1269	241
Innisfil, No. 1.....	.....	.....	.....	30 0 0	30 0 0	279	45
Mulmur .....	.....	.....	.....	53 10 0	53 10 0	493	110
Medonté .....	.....	.....	.....	50 0 0	50 0 0	462	111
Orillia .....	.....	.....	.....	40 0 0	40 0 0	360	75
Oro	5 0 0	5 0 0	10 0 0	40 0 0	50 0 0	461	108
Tecumseth .....	.....	.....	.....	50 0 0	50 0 0	342	66
Vespra .....	.....	.....	.....	60 0 0	60 0 0	450	95
<i>Halton:</i>							
Nassagaweya .....	.....	.....	.....	100 0 0	100 0 0	849	155
Trafalgar, No. 8.....	11 0 0	11 0 0	22 0 0	.....	22 0 0	190	17
<i>Wentworth:</i>							
Ancaster, No. 6.....	.....	.....	.....	20 0 0	20 0 0	215	45
Do. No. 15	8 5 0	8 5 0	16 10 0	.....	16 10 0	110	56
Barton, No. 4.....	.....	.....	.....	28 0 0	28 0 0	260	51
Beverly, No. 17 .....	.....	.....	.....	50 0 0	50 0 0	344	60
Binbrooke .....	.....	.....	.....	100 0 0	100 0 0	770	68
Flamboro, E.....	.....	.....	.....	100 0 0	100 0 0	822	72
Flamboro, W., No. 4.....	.....	.....	.....	30 0 0	30 0 0	273	42
Glanford, No. 3.....	.....	.....	.....	27 0 0	27 0 0	265	39
<i>Brant:</i>							
Dumfries, S., No. 13.....	.....	.....	.....	22 10 6	22 10 0	170	24
Onondaga.....	15 0 0	15 0 0	30 0 0	60 0 0	90 0 0	619	161

OF UPPER CANADA, 1856.

PART II.—Table M —(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

U M E S.																	S. SCHOOL LIBRARIES.		OTHER LIBRARIES.	
Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Fables.	Teacher's Library.	No. of times vols. taken out.	No of inhabitants reading.	No. of Libraries.	No. of Volumes.	No. of Libraries.	No. of Volumes.
37	11	27	5	16	...	3	1	37	37	22	19	39	93	7	N.R.	N.R.	29	3151	4	76
26	...	9	1	1	1	...	1	2	2	9	3	6	8	...	N.R.	N.R.				
8	...	5	...	1	...	...	...	2	2	1	1	9	94	1	N.R.	N.R.				
47	9	16	...	3	9	...	1	12	12	6	13	20	55	...	N.R.	N.R.				
27	3	25	3	5	3	1	4	8	8	30	46	86	52	4	77	37				
45	7	26	18	6	7	3	2	21	21	64	21	71	240	8	439	205				
16	3	1	...	1	...	...	...	...	...	10	12	22	5	...	N.R.	N.R.				
3	...	...	...	...	...	...	2	...	...	...	1	...	51	...	55	20	20	1861	1	100
3	...	1	1	1	2	...	1	7	2	5	5	5	5	...	47	50				
6	...	13	1	2	1	1	1	24	7	11	6	34	8	2	57	32	31	3628	6	2996
7	...	3	4	1	1	...	...	13	...	27	17	...	9	...	160	26				
8	...	6	1	2	...	...	1	44	4	4	12	9	5	...	50	30				
38	...	5	14	2	2	...	1	...	4	15	2	5	21	...	264	33				
33	11	23	4	6	7	6	4	19	15	55	46	26	87	9	256	32				
44	21	4	12	3	8	4	3	46	46	35	49	29	218	7	N.R.	N.R.				
24	3	3	4	4	6	4	2	30	9	55	20	31	99	1	N.R.	N.R.				
39	9	21	2	2	4	3	2	22	13	41	22	24	77	3	N.R.	130				
30	4	11	14	7	2	3	2	19	5	25	12	56	159	1	N.R.	N.R.				
356	41	60	194	48	55	29	9	197	119	498	325	532	604	79	2355	687	60	10422	11	3777
79	14	17	15	7	6	7	4	59	32	108	68	95	357	15	546	138				
26	4	11	4	2	2	2	3	14	12	30	16	53	101	3	N.R.	N.R.				
11	3	11	1	2	1	...	...	7	2	15	6	10	73	2	100	60				
16	3	11	3	...	1	...	2	8	6	12	9	17	45	1	150	...				
185	29	71	46	23	41	14	10	78	126	260	147	190	678	21	2948	935				
16	...	4	7	...	10	...	2	...	6	40	18	37	...	...	N.R.	N.R.				
36	6	34	1	3	2	...	...	1	19	37	47	99	245	3	N.R.	N.R.				
7	...	...	...	1	2	...	...	...	...	4	...	4	...	...	N.R.	N.R.				
292	19	120	107	54	84	31	65	200	154	304	397	338	664	35	...	...		
44	16	23	16	6	21	6	...	33	58	80	73	69	180	6	2743	875				
13	...	...	...	...	...	...	...	1	...	15	...	6	71	1	...	...		
31	1	1	16	1	12	2	...	2	2	38	10	9	100	1	N.R.	N.R.				
57	17	32	16	7	24	5	2	14	59	97	40	59	168	8	200	200				
19	1	13	6	4	4	1	1	10	11	41	15	65	59	3	378	103				
9	1	3	3	1	2	1	1	5	5	6	4	4	3	1	224	224				
16	3	1	10	2	2	4	1	2	11	19	1	12	18	1	150	40				
211	34	52	82	20	47	18	5	127	167	331	217	421	784	25	393	67	27	4692	3	697
136	26	27	34	17	16	9	7	121	60	170	144	135	227	12	640	389				
161	22	44	41	16	24	11	3	66	66	121	69	164	469	4	294	109				
258	38	56	53	26	53	35	11	186	170	472	252	437	1233	25	3032	631				
83	18	33	28	15	23	12	5	48	76	111	61	105	443	8	1114	531	18	4718	5	1344
29	4	26	1	1	1	...	1	21	5	26	40	117	66	15	N.R.	N.R.				
94	27	33	16	10	18	22	6	68	76	176	86	147	234	15	483	140				
21	2	10	13	2	3	2	2	9	24	3	12	31	98	2	150	81				
52	13	31	15	6	10	2	5	22	25	26	37	49	86	4	N.R.	N.R.				
39	5	25	14	5	15	7	1	9	35	13	20	25	135	3	90	20				
33	15	21	...	2	1	3	1	11	38	11	36	32	81	...	N.R.	N.R.				
32	8	13	5	6	4	2	5	19	20	30	27	64	114	4	N.R.	N.R.				
40	4	18	6	5	6	2	1	22	24	54	29	33	30	2	N.R.	N.R.				
37	13	34	7	3	7	4	1	19	25	83	74	12	36	...	N.R.	N.R.				
78	8	25	22	5	10	6	2	53	54	44	46	86	246	9	1097	401	30	7625	11	3122
18	1	12	2	2	6	5	...	19	18	28	11	27	21	3	N.R.	N.R.	36	4836	9	2610
24	1	13	2	2	5	1	2	6	13	9	7	14	69	2	N.R.	N.R.				
1	...	1	1	1	...	...	...	10	...	7	13	18	...	2	169	96				
41	2	23	6	1	2	...	3	11	12	20	23	29	34	2	95	20				
24	1	...	...	4	20	3	...	21	20	52	29	35	70	4	816	60				
37	12	23	...	4	4	17	3	31	41	63	51	84	311	9	812	390				
67	15	34	8	9	4	5	4	38	47	89	50	111	258	11	N.R.	N.R.				
27	8	11	2	4	5	3	1	23	23	12	25	17	70	...	820	818				
20	3	13	12	...	3	...	3	9	4	31	23	56	49	...	148	16				
15	...	15	...	...	1	...	...	7	11	21	19	18	39	...	N.R.	N.R.	34	6382	3	2275
28	2	23	3	5	16	4	4	16	3	70	99	55	127	3	N.R.	N.R.				

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	THE FREE PUBLIC LIBRARIES						VOL.	
	MONIES.					Total number of Volumes in Library.	History.	
	Amount of Local Appropriation for 1856,	Amount of Legislative Apportion- ment for 1856.	Value of Books sent in 1856.	Value of Books sent in former years.	Total Value of Books sent.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
<i>Lincoln:</i>								
Clinton .....	.....	.....	.....	180 0 0	180 0 0	1248	159
Louth .....	.....	.....	.....	100 0 0	100 0 0	785	120
<i>Welland:</i>								
Bertie .....	.....	.....	.....	82 0 0	82 0 0	636	74
Pelham, No. 1.....	2 0 0	2 0 0	4 0 0	.....	4 0 0	46	.....
Thorold .....	.....	.....	.....	100 0 0	100 0 0	791	102
<i>Haldimand:</i>								
Cayuga North .....	.....	.....	.....	200 0 0	200 0 0	1275	214
Rainham	127 15 0	127 15 0	255 10 0	.....	255 10 0	1759	236
Walpole .....	.....	.....	.....	100 0 0	100 0 0	793	100
<i>Norfolk:</i>								
Townsend .....	.....	.....	.....	100 0 0	100 0 0	657	182
Walsingham .....	.....	.....	.....	68 0 0	68 0 0	583	99
<i>Oxford:</i>								
Blandford .....	.....	.....	.....	90 0 0	90 0 0	706	97
Blenheim.....	.....	.....	.....	250 0 0	250 0 0	1822	276
Dereham .....	.....	.....	.....	200 0 0	200 0 0	1394	252
Norwich .....	.....	.....	.....	125 0 0	125 0 0	976	159
Do North	25 0 0	25 0 0	50 0 0	.....	50 0 0	392	72
Oxford East.....	10 0 0	10 0 0	26 5 0	93 15 0	120 0 0	1044	162	
Do North .....	.....	.....	.....	25 0 0	25 0 0	252	59
Woodstock Jail.....	5 0 0	5 0 0	10 0 0	.....	10 0 0	71	24
Zorra East .....	.....	.....	.....	100 0 0	100 0 0	776	132
<i>Waterloo:</i>								
Dumfries North, No. 17 .....	.....	.....	.....	34 0 0	34 0 0	297	63
Waterloo, No. 17 .....	.....	.....	.....	30 0 0	30 0 0	269	80
Wilmot.....	10 0 0	10 0 0	20 0 0	100 0 0	120 0 0	813	87	
Woolwich.....	11 10 0	11 10 0	23 0 0	.....	23 0 0	183	23
<i>Wellington:</i>								
Arthur, No. 2	6 5 0	6 5 0	12 10 0	.....	12 10 0	120	27
Eramosa .....	.....	.....	.....	50 0 0	50 0 0	448	60
Guelph, No. 4.....	.....	.....	.....	6 7 6	6 7 6	65	18
Do No. 5 .....	.....	.....	.....	36 5 0	36 5 0	348	31
Do No. 6.....	.....	.....	.....	43 17 6	43 17 6	415	65
Do No. 7.....	.....	.....	.....	25 0 0	25 0 0	195	43
Nichol .....	.....	.....	.....	40 0 0	40 0 0	301	86
Puslinch, No. 6	2 0 0	2 0 0	4 0 0	.....	4 0 0	23	8
Do No. 9 .....	.....	.....	.....	26 0 0	26 0 0	176	63
Do No. 12.....	.....	.....	.....	40 0 0	40 0 0	336	70
<i>Grey:</i>								
Artemesia .....	.....	.....	.....	50 0 0	50 0 0	495	65
Bentinck and Glenelg No. 1 .....	.....	.....	.....	30 0 0	30 0 0	214	23
Euphrasia	50 0 0	50 0 0	100 0 0	.....	100 0 0	786	122
St. Vincent .....	.....	.....	.....	120 0 0	120 0 0	1120	136
Sydenham, No. 6 .....	.....	.....	.....	10 0 0	10 0 0	99	25
<i>Perth:</i>								
Blanchard Tp.....	.....	.....	.....	100 0 0	100 0 0	689	132
Do No. 7 .....	.....	.....	.....	25 0 0	25 0 0	154	74
Downie .....	.....	.....	.....	60 0 0	60 0 0	506	105
Downie and Ellice, No. 2 .....	.....	.....	.....	10 10 0	10 10 0	110	13
Easthope, North .....	.....	.....	.....	100 0 0	100 0 0	758	155
Easthope, North, No. 1 .....	.....	.....	.....	20 0 0	20 0 0	224	51
Fullarton .....	.....	.....	.....	62 0 0	62 0 0	488	119
Logan .....	.....	.....	.....	50 0 0	50 0 0	530	51
<i>Huron:</i>								
Biddulph .....	.....	.....	.....	100 0 0	100 0 0	810	141
Colborne .....	.....	.....	.....	48 0 0	48 0 0	453	53
Goderich, No. 5.....	.....	.....	.....	31 10 0	31 10 0	283	67
Hullet, No. 1	10 10 0	10 10 0	21 0 0	.....	21 0 0	145	25
Morris, South.....	.....	.....	.....	3 10 0	3 10 0	44	11
Stanley, No. 6.....	7 10 0	7 10 0	15 0 0	.....	15 0 0	130	11
Stephen .....	.....	.....	.....	80 0 0	80 0 0	656	99
Usborne, No. 2	2 8 0	2 5 0	4 10 0	15 0 0	19 10 0	201	37	

OF UPPER CANADA, 1856.

PART II.—Table M.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

U M E S.																		S. SCHOOL LIBRARIES.		OTHER LIBRARIES.	
Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Fables.	Teacher's Library.	No. of times vols. taken out.	No. of inhabitants reading.	No. of Libraries.	No. of Volumes.	No. of Libraries.	No. of Volumes.	
80	18	9	6	5	26	21	5	55	74	148	105	184	336	17	210	30					
50	9	15	14	6	18	5	2	43	60	78	54	69	227	6	1104	117					
60	12	14	5	7	5	4	5	31	56	75	29	76	174	9	394	153	37	5500	3	660	
...	...	5	1	...	...	...	...	1	1	1	...	2	35	...	50	20				
55	14	21	16	8	6	4	3	35	30	81	68	60	278	10	1588	1375					
96	17	24	13	10	20	20	6	61	70	190	121	196	139	18	N.R.	N.R.	...	3587	2	1100	
73	20	27	19	3	13	4	1	33	102	183	52	266	686	39	N.R.	N.R.					
47	7	29	19	1	15	1	2	35	19	136	44	112	220	6	50	20					
57	8	29	17	5	3	5	4	40	23	105	52	80	44	3	53	24	56	6831	5	1200	
48	6	27	11	5	3	4	3	16	22	41	39	41	214	4	358	222					
24	6	23	23	6	11	4	5	17	12	103	77	67	221	8	N.R.	N.R.	88	10904	4	660	
126	26	35	29	12	33	21	4	137	128	182	105	178	561	9	1596	559					
107	28	34	31	16	27	10	7	69	89	158	101	200	256	9	684	256					
98	20	30	24	9	9	9	5	66	66	224	53	85	180	9	N.R.	N.R.					
32	4	20	16	3	3	2	1	26	29	29	17	48	82	8	N.R.	N.R.					
88	16	37	18	4	13	7	5	78	62	89	64	99	299	3	200	188					
86	4	23	4	4	3	2	2	8	24	10	24	23	34	2	N.R.	N.R.					
...	...	4	6	...	4	...	...	...	3	9	8	12	1	...	N.R.	N.R.				
52	5	23	17	6	9	5	7	29	12	67	80	107	217	8	149	74	14	1992	3	639	
17	5	26	26	6	5	2	3	13	2	27	17	44	36	5	60	52					
18	1	7	1	1	...	...	...	14	19	24	29	16	59	...	N.R.	N.R.				
42	5	22	14	5	6	2	5	44	17	77	37	47	404	59	N.R.	N.R.					
7	1	3	5	4	5	2	1	5	6	19	10	38	23	10	200	20	41	6710	7	2607	
...	...	3	10	...	2	...	...	3	3	6	24	17	18	7	20	20				
45	8	18	15	5	5	4	3	16	8	32	38	19	177	5	427	107					
3	1	8	...	2	1	...	...	3	2	5	...	8	13	1	55	14				
16	1	7	2	2	4	3	...	22	13	30	26	23	167	1	380	380					
27	12	4	2	1	7	...	1	22	19	31	41	19	162	2	1447	42					
15	...	10	14	2	1	...	...	8	2	13	25	24	34	3	152	116				
46	5	1	15	7	4	4	4	19	11	11	15	36	32	5	65	33					
...	...	...	...	...	...	...	...	...	...	3	...	4	7	1	123	26				
13	6	1	5	5	3	2	2	7	...	21	20	24	...	4	N.R.	N.R.					
29	10	12	6	3	2	1	3	10	12	20	29	54	71	4	178	30	14	1495	7	1123	
31	7	14	13	4	14	2	1	36	22	19	20	36	210	2	N.R.	N.R.					
47	2	5	1	4	5	1	2	14	11	36	31	16	14	2	89	40					
18	...	24	36	6	16	4	4	31	34	81	100	97	190	13	N.R.	N.R.					
55	11	33	2	6	2	5	3	59	40	49	65	72	570	12	N.R.	N.R.					
8	...	...	3	2	1	...	1	5	5	4	16	12	17	...	N.R.	N.R.	34	4141	15	1788
61	9	12	18	7	8	8	4	18	25	84	65	112	124	5	N.R.	N.R.					
11	2	...	12	2	...	1	...	7	3	13	3	3	22	2	80	120					
32	3	21	12	4	3	5	6	34	22	30	39	50	140	...	N.R.	N.R.					
...	...	...	...	...	...	...	1	1	2	13	31	6	41	2	316	52				
95	19	39	13	6	20	8	2	46	64	82	46	77	72	14	1500	250					
12	1	3	3	1	3	...	...	1	4	30	28	24	64	...	N.R.	N.R.				
53	16	33	14	3	16	7	3	25	52	50	23	47	22	5	164	89					
27	4	13	4	5	3	1	1	19	16	23	12	44	305	2	220	80	29	3073	2	322	
64	21	30	7	6	21	8	4	46	48	71	85	85	163	4	60	45					
38	7	11	16	5	5	3	4	18	10	36	24	45	170	3	498	122					
17	...	11	3	3	4	...	1	5	8	9	28	24	101	2	300	37					
13	9	7	...	...	1	...	...	8	1	18	11	32	19	1	80	40				
5	1	...	...	...	...	...	...	...	4	...	2	17	3	1	N.R.	N.R.				
6	1	...	1	2	3	1	...	18	5	24	1	16	27	14	91	26					
49	7	23	3	4	4	3	4	20	20	59	51	69	233	8	N.R.	N.R.					
22	1	13	2	2	1	1	...	12	11	31	8	17	40	3	36	23					

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	THE FREE PUBLIC LIBRARIES							
	MONIES.					VOL.		
	Amount of Local Contribution for 1856.	Amount of Legislative Apportion- ment for 1856.	Value of Books sent in 1856.	Value of Books sent in former years.	Total value of Books sent.	Total number of Volumes in Library.	History.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
Middlesex:								
Adelaide .....	.....	.....	.....	100 0 0	100 0 0	702	125
Delaware .....	.....	.....	.....	60 0 0	60 0 0	496	82
Dorchester, North .....	.....	.....	.....	100 0 0	100 0 0	794	164
Dorchester, North and } Westminster Nos. 6 & 10 }	.....	.....	.....	24 0 0	24 0 0	241	46
Ekfrid	6 5 0	6 5 0	12 10 0	19 0 0	31 10 0	302	35	
London.....	.....	.....	.....	100 0 0	100 0 0	753	144
Nissouri, West .....	.....	.....	.....	100 0 0	100 0 0	915	164
Westminster, No. 5 .....	.....	.....	.....	13 0 0	93 0 0	114	13
Williams .....	.....	.....	.....	90 0 0	90 0 0	656	146
Elgin (County) .....	.....	.....	.....	30 16 10	30 16 10	163	22
Dunwich	50 0 0	50 0 0	100 0 0	.....	100 0 0	750	269
Southwold Township .....	.....	.....	.....	150 0 0	150 0 0	1096	210
Do No. 12 .....	.....	.....	2 8 3	16 17 9	19 6 0	201	.....
Do No. 13 .....	.....	.....	.....	22 0 0	22 0 0	194	48
Yarmouth	12 10 0	12 10 0	25 0 0	.....	25 0 0	285	14
Kent:								
Camden and Zone.....	.....	.....	.....	100 0 0	100 0 0	684	167
Dover East and West .....	.....	.....	.....	60 0 0	60 0 0	516	62
Harwich .....	.....	.....	.....	225 0 0	225 0 0	1847	422
Howard, No. 13 .....	.....	.....	.....	24 0 0	24 0 0	230	45
Howard & Harwich, No. 12 .....	.....	.....	.....	24 15 0	24 15 0	237	34
Ramsey, No. 3 .....	.....	.....	.....	10 0 0	10 0 0	113	29
Oxford, No. 6	1 7 6	1 7 6	2 15 0	.....	2 15 0	39	23
Tilbury East .....	.....	.....	.....	50 0	50 0 0	417	55
Lambton:								
Brooke	25 0 0	25 0 0	50 0 0	.....	50 0 0	440	56
Enniskillen, No. 6.....	2 10 0	2 10 0	5 0 0	.....	5 0 0	56	.....
Plympton .....	.....	.....	.....	100 0 0	100 0 0	802	138
Do No. 8.....	.....	.....	.....	7 10 0	7 10 0	78	28
Sarnia, No. 4 .....	.....	.....	.....	50 0 0	50 0 0	485	93
Sombra, No. 10 .....	.....	.....	.....	5 15 10	5 15 10	78	6
Warwick	50 0 0	50 0 0	100 0 0	.....	100 0 0	609	105
Essex:								
Anderdon, Nos. 1 and 4 .....	.....	.....	.....	25 0 0	25 0 0	195	72
Colchester .....	.....	.....	.....	200 0 0	200 0 0	1391	243
Gosfield .....	.....	.....	.....	62 10 0	62 10 0	583	131
Cities:								
Toronto.....	.....	.....	.....	.....	.....	.....	.....
Hamilton .....	.....	.....	.....	295 0 0	295 0 0	1705	282
Kingston .....	.....	.....	.....	300 0 0	300 0 0	1829	287
London.....	100 0 0	100 0 0	200 0 0	.....	200 0 0	1100	213
Ottawa .....	.....	.....	.....	.....	.....	.....	.....
Towns:								
Belleville .....	.....	.....	.....	.....	.....	.....	.....
Brantford.....	.....	.....	.....	.....	.....	.....	.....
Brockville .....	.....	.....	.....	.....	.....	.....	.....
Chatham .....	.....	.....	.....	.....	.....	.....	.....
Cobourg .....	.....	.....	.....	125 0 0	125 0 0	827	155
Cornwall .....	.....	.....	.....	50 0 0	50 0 0	378	87
Dundas.....	.....	.....	.....	.....	.....	.....	.....
Goderich .....	.....	.....	.....	.....	.....	.....	.....
Guelph .....	.....	.....	.....	.....	.....	.....	.....
Niagara.....	.....	.....	.....	.....	.....	.....	.....
Paris .....	.....	.....	.....	40 0 0	40 0 0	296	50
Perth.....	.....	.....	.....	.....	.....	.....	.....
Peterborough.....	.....	.....	.....	.....	.....	.....	.....
Picton .....	.....	.....	.....	.....	.....	.....	.....
Port Hope	25 0 0	25 0 0	50 0 0	.....	50 0 0	317	31
Prescott .....	.....	.....	.....	.....	.....	.....	.....
St. Catharines .....	.....	.....	.....	.....	.....	.....	.....
Whitby.....	.....	.....	.....	.....	.....	.....	.....

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

U M E S.																	S. SCHOOL LIBRARIES.		OTHER LIBRARIES.	
Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Tales.	Teacher's Library.	No. of times vols. taken out.	No. of inhabitants reading.	No. of Libraries.	No. of Volumes.	No. of Libraries.	No. of Volumes.
48	18	25	14	5	6	6	3	36	29	97	42	73	171	4	938	91	55	7254	11	3310
22	4	13	14	4	7	7	4	22	13	39	25	55	184	3	320	60				
69	8	26	20	9	5	2	25	34	71	75	68	192	9	7	N.R.	N.R.				
17	2	13	2	2	5		3	7	3	12	4	13	109	3	N.R.	N.R.				
14	...	2	1	1		...	...	27	5	16	3	16	180	2	501	274				
61	8	27	14	10	19	4	6	39	45	56	63	119	132	6	24	24				
82	19	33	19	7	13	6	5	51	47	60	88	120	196	5	24	40				
9	2	7	1	...	...	1	...	3	2	2	24	17	29	3	52	14				
40	11	25	28	18	9	18	5	65	32	73	38	55	80	10	204	66				
33	...	3	20	9	31	11	3	...	6	15	...	...	...	10	...	...	43	5089	8	759
29	8	33	20	3	4	4	3	4	16	102	25	99	128	7	N.R.	N.R.				
94	17	23	28	9	10	11	6	50	40	122	57	124	279	16	550	50				
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	N.R.	N.R.				
22	5	11	13	1	6	3	1	6	4	7	3	6	56	2	N.R.	N.R.				
28	7	13	3	2	1	1	1	5	8	14	28	30	44	2	N.R.	N.R.				
44	7	18	2	7	30	3	2	39	27	71	48	74	126	19	N.R.	N.R.	43	3615	7	1399
49	4	9	5	4	3	3	4	23	27	48	24	43	204	3	N.R.	N.R.				
152	32	52	48	23	66	62	26	162	66	53	193	121	357	12	N.R.	N.R.				
13	2	5	11	3	4	1	1	5	4	5	20	20	88	3	315	67				
15	1	13	1	1	2	1	2	26	8	15	43	20	52	3	40	10				
22	3	8	1	...	1	...	1	4	3	1	18	3	19	...	N.R.	N.R.				
1	...	...	...	...	...	...	...	...	...	...	6	9	...	...	100	20				
41	3	11	12	2	6	3	1	14	9	39	28	40	151	2	N.R.	N.R.	17	2734	3	764
20	...	18	...	2	2	3	5	2	1	44	17	39	221	10	N.R.	N.R.				
3	1	...	...	2	...	...	...	...	2	1	...	12	32	3	N.R.	N.R.				
85	19	34	22	7	27	9	4	45	63	52	60	73	163	1	594	164				
13	...	...	12	...	...	1	2	5	2	2	2	4	7	...	N.R.	N.R.				
36	4	22	12	6	2	...	2	18	21	9	42	51	163	4	423	40				
17	2	...	2	1	1	...	2	4	...	5	8	17	11	2	N.R.	N.R.				
18	...	20	11	3	4	...	...	25	7	100	93	73	140	10	N.R.	N.R.	11	3344	2	1736
23	4	5	...	2	3	2	1	7	5	13	4	29	22	3	N.R.	N.R.				
109	27	37	16	12	22	15	7	61	73	133	118	167	314	17	2245	179				
27	7	5	6	1	9	...	...	23	19	40	67	29	215	4	420	72				
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10	6000	...	...
151	32	35	48	25	37	24	5	39	68	210	147	170	404	28	7367	5450	10	5000	5	7000
115	26	38	41	10	31	9	2	11	111	237	137	276	473	25	1100	580	12	3000	4	5750
22	2	6	22	5	23	14	...	22	32	225	79	110	303	22	3242	600	7	1400	2	1505
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2500
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1000
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1800	1	900
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	3000	1	1200
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	1500	1	1000
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	275	1	500
56	13	30	21	8	5	6	3	19	66	116	71	110	110	18	3103	N.R.	7	1400	1	400
27	6	22	7	4	5	2	1	10	18	40	30	40	73	6	947	142	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	3000	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	800	1	700
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	1000	1	1023
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	3000	1	1000
36	7	20	6	9	3	2	2	5	36	17	32	37	39	4	N.R.	30	6	1500	1	1000
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1000	1	700
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1400	1	400
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	600	3	780
14	2	20	3	1	2	1	...	4	9	42	27	85	56	15	186	70	5	1550	1	700
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	600	1	100
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1000	1	980
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1000	1	300

PART II.—Table M.—(Continued.)

THE FREE PUBLIC LIBRARIES

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	THE FREE PUBLIC LIBRARIES						VOL.	
	MONIES.					Total number of Volumes in Library.	History.	
	Amount of Local Appropriation for 1856.	Amount of Legislative Apportion- ment for 1856.	Value of Books sent in 1856.	Value of Books sent in former years.	Total value of Books sent.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
<i>Town Municipalities:</i>								
Amherstburgh .....	.....	.....	.....	.....	.....	.....	.....
Barrie .....	.....	.....	.....	50 0 0	50 0 0	266	66
Simcoe	6 5 0	6 5 0	12 10 0	150 0 0	162 10 0	761	186	
Woodstock .....	.....	.....	.....	.....	.....	.....	.....
<i>Incorporated Villages:</i>								
Berlin .....	.....	.....	.....	49 17 6	49 17 6	325	54
Bowmanville.....	.....	.....	.....	.....	.....	.....	.....
Brampton.....	.....	.....	.....	50 0 0	50 0 0	413	92
Caledonia.....	.....	.....	.....	.....	.....	.....	.....
Chippewa.....	.....	.....	.....	.....	.....	.....	.....
Galt .....	.....	.....	.....	50 0 0	50 0 0	280	88
Ingersoll	1 5 0	1 5 0	2 10 0	98 16 6	101 6 6	693	129	
Napanee .....	.....	.....	.....	.....	.....	.....	.....
Oshawa.....	.....	.....	.....	100 0 0	100 0 0	627	105
Preston.....	3 0 0	3 0 0	6 0 0	51 10 0	57 10 0	318	59	
St. Mary's.....	.....	.....	.....	.....	.....	.....	.....
St. Thomas.....	.....	.....	.....	.....	.....	.....	.....
Smith's Falls .....	.....	.....	.....	50 0 0	50 0 0	394	45
Stratford .....	.....	.....	.....	.....	.....	.....	.....
Thorold.....	.....	.....	.....	.....	.....	.....	.....
Trenton .....	.....	.....	.....	.....	.....	.....	.....
Windsor .....	.....	.....	.....	.....	.....	.....	.....
Vienna .....	.....	.....	.....	.....	.....	.....	.....
Yorkville .....	.....	.....	.....	.....	.....	.....	.....
Institutes.....	.....	.....	.....	107 1 11	107 1 11	498	130
Total for 1856	920 5 4	920 5 4	1818 19 1	15437 18 1	17256 17 2	180961	22764	
Total for 1855	1217 12 10	1217 12 10	2486 15 9	.....	15437 18 1	117260	20299
Increase .....	.....	.....	.....	.....	1818 19 1	13701	2465
Decrease	297 7 6	297 7 6	.....	.....	.....	.....	...

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.																	SUNDAY SCHOOL LIBRARIES.		OTHER LIBRARIES.	
U M E S.																	No. of Libraries.	No. of Volumes.	No. of Libraries.	No. Volumes.
Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Fables.	Teacher's Library.	No. of times vols. taken out.	No. of inhabitants reading.				
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	600	1	300
21	8	17	3	2	2	6	...	...	18	44	3	18	51	...	180	...	2	450	1	200
44	10	24	11	5	8	4	2	17	15	163	92	81	92	7	1275	125	6	950	1	200
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1600	1	800
29	2	12	4	3	4	2	1	36	33	49	15	9	78	4	N.R.	N.R.	2	100	1	100
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	800	1	590
21	2	10	14	6	6	4	2	14	18	37	24	24	137	4	N.R.	N.R.	4	400	1	100
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	600	1	220
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	800	...	.....
23	7	...	9	7	6	1	...	9	39	49	18	11	12	1	320	14	6	900	1	1500
46	8	29	19	5	6	6	2	17	41	101	59	84	134	8	327	...	4	900	...	.....
...
43	5	19	19	8	9	14	1	8	23	110	22	60	172	9	N.R.	N.R.	2	1000	1	450
36	4	16	28	3	6	1	...	5	8	86	17	11	30	8	90	20	...	.....	1	400
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	420	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	2000	1	800
28	6	20	14	7	25	18	1	5	13	39	33	50	82	10	N.R.	N.R.	3	700	1	820
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1200	1	600
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	1000	1	300
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	1	300
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	100	1	125
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	600	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	910	1	650
25	2	12	4	5	4	2	1	6	18	125	46	69	43	6	N.R.	N.R.	...	.....	...	.....
9839	1753	4033	2827	1147	2027	1023	620	5912	6161	13342	9436	14235	34366	1476	.....	.....	1463	227295	240	90824
9251	1632	3627	2559	1079	1847	979	592	5513	5671	11805	8413	12343	30422	1228	.....	.....	.....	.....	.....	.....
588	121	406	268	68	180	44	28	399	490	1537	1023	1892	3944	248	.....	.....	.....	.....	.....	.....
...

Number of Libraries established, 289—sub-divided into about 1000 sectional Libraries.

PART II.—Table N.

THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS AND APPARATUS									
	MONEYS.			MAPS						
	Local Contribu- tion.	Legislative Apportion- ment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.	
<i>Glengarry :</i>	£ s. d.	£ s. d.	£ s. d.							
Lancaster, No. 5	1 18 9	1 18 9	3 17 6	1	1	1	1	1	.....	1
Kenyon, No. 1.....	1 5 0	1 5 0	2 10 0	.....	1	.....	.....	.....	.....	1
<i>Stormont :</i>										
Roxboro', No. 4.....	1 5 0	1 5 0	2 10 0	1	.....	.....	.....	1	.....	1
<i>Prescott :</i>										
Hawkesbury, W., No. 2.....	2 5 0	2 5 0	4 10 0	.....	1	1	1	1	.....	1
Plantagenet, S., No. 1	2 0 0	2 0 0	4 0 0	1	1	.....	.....	.....	.....	1
<i>Russell :</i>										
Clarence, No. 1.....	1 8 5½	1 8 5½	2 16 11	1	1	1	1	.....	.....	.....
Cumberland, No. 2.....	1 5 0	1 5 0	2 10 0	.....	1	1	.....	.....	.....	1
Do. No. 3.....	1 5 0	1 5 0	2 10 0	.....	1	1	1	.....	.....	1
Russell, No. 2.....	2 0 0	2 0 0	4 0 0	1	.....	.....	.....	.....	.....	1
<i>Carleton :</i>										
Fitzroy, No. 8.....	1 18 9	1 18 9	3 17 6	1	1	1	1	1	.....	.....
Gloster, No. 10	1 11 3	1 11 3	3 2 6	1	1	1	.....	1	.....	.....
Richmond, G. S.....	2 16 3	2 16 3	5 12 6	.....	.....	.....	.....	.....	.....	1
<i>Grenville :</i>										
Augusta, No. 1.....	1 5 0	1 5 0	2 10 0	.....	1	.....	.....	.....	.....	1
Kemptville, G. S.....	10 0 0	10 0 0	20 0 0	1	1	1	1	1	.....	1
Oxford, No. 1.....	3 16 3	3 16 3	7 12 6	1	1	1	1	1	.....	1
<i>Leeds :</i>										
Elizabethtown, No. 1.....	2 13 0	2 13 0	5 6 0	.....	1	1	1	1	.....	1
<i>Lanark :</i>										
Beckwith and Drummond, No. 9.....	11 15 0	11 15 0	23 10 0	.....	9	1	.....	.....	.....	9
Dalhousie, Tp.....	11 15 0	11 15 0	23 10 0	.....	.....	.....	.....	.....	.....	10
Lanark, G. S.....	1 15 7½	1 15 7½	3 11 3	.....	1	.....	.....	.....	.....	.....
Lanark, Tp.....	1 19 4½	1 19 4½	3 18 9	.....	.....	.....	.....	.....	.....	14
Packenham, No. 5.....	4 0 0	4 0 0	8 0 0	.....	1	1	.....	.....	.....	1
<i>Renfrew :</i>										
Ross, No. 6.....	1 5 0	1 5 0	2 10 0	2	1	1	1	1	.....	.....
<i>Addington :</i>										
Amherst, Id. No. 1.....	1 5 0	1 5 0	2 10 0	.....	1	1	1	1	.....	1
Do. No. 5.....	1 11 3	1 11 3	3 2 6	1	1	.....	.....	1	.....	1
Ernestown, No. 13.....	5 10 0	5 10 0	11 0 0	.....	1	1	1	1	.....	1
<i>Lennox :</i>										
Fredericksburgh, No. 5	6 5 0	6 5 0	12 10 0	1	1	1	1	.....	.....	1
Richmond, No. 3.....	2 2 6	2 2 6	4 5 0	.....	.....	.....	.....	.....	.....	1
Do. No. 10	1 10 0	1 10 0	3 0 0	1	1	1	1	1	.....	1
<i>Prince Edward :</i>										
Sophiasburgh, No. 12.....	1 5 0	1 5 0	2 10 0	.....	1	.....	.....	.....	.....	1
<i>Hastings :</i>										
Elzevir	2 10 0	2 10 0	5 0 0	.....	1	1	1	.....	.....	1
Hungerford, No. 2.....	1 5 0	1 5 0	2 10 0	1	1	1	1	1	.....	1
Do. No. 3.....	1 12 6	1 12 6	3 5 0	1	1	.....	.....	.....	.....	.....
Do. No. 6.....	1 5 0	1 5 0	2 10 0	1	1	1	1	1	.....	1
Do. No. 10	1 10 0	1 10 0	3 0 0	1	1	.....	.....	.....	.....	1
Madoc, No. 1.....	5 0 0	5 0 0	10 0 0	.....	1	1	1	1	.....	1
Sidney, No. 7	3 11 3	3 11 3	7 2 6	1	1	1	1	1	.....	1
Do. No. 20	2 10 0	2 10 0	5 0 0	1	1	1	1	1	.....	1
Tyendinaga, No. 2	1 5 0	1 5 0	2 10 0	1	1	.....	.....	1	.....	1
<i>Northumberland :</i>										
Brighton, No. 8.....	1 5 0	1 5 0	2 10 0	1	.....	.....	.....	1	.....	1
Brighton and Cramahe, No. 16.....	2 10 0	2 10 0	5 0 0	1	1	1	1	1	.....	1
Colborne, G. S.....	14 3 9	14 3 9	28 7 6	1	1	1	1	1	.....	.....
Haldimand, Nos. 3 and 4	2 10 0	2 10 0	5 0 0	1	1	1	1	1	.....	1
Hamilton, No. 9.....	1 18 9	1 18 9	3 17 6	1	1	1	1	1	.....	.....
<i>Durham :</i>										
Cavan, No. 2.....	3 0 4½	3 0 4½	6 0 9	1	1	1	1	1	.....	1
Cavan, No. 9.....	1 11 3	1 11 3	3 2 6	1	1	1	.....	1	.....	.....
*N. Monaghan, No. 4 .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clarke, No. 5.....	1 15 0	1 15 0	3 10 0	.....	1	1	.....	.....	.....	1
Do. No. 12.....	6 9 11	6 9 11	12 19 10	.....	.....	.....	.....	.....	.....	.....
Darlington, No. 9.....	1 13 5½	1 13 5½	3 6 11	.....	.....	.....	.....	.....	.....	1
Do. No. 10.....	1 5 0	1 5 0	2 10 0	.....	1	.....	.....	.....	.....	1
Do. No. 16.....	2 5 0	2 5 0	4 10 0	1	1	.....	.....	.....	.....	1

N. Monaghan is in the County of Peterboro'.

OF UPPER CANADA, 1856.

PART II.—Table N.

SUPPLIED BY THE EDUCATION DEPARTMENT.

OF—				APPARATUS.							OBJECT AND TABLET LESSONS.						Various articles.
British Isles.	Classical Maps.	Hemispheres.	Other Maps.	Globes.	Complete sets of Hobbrook's Apparatus.	Orreeries.	Tellurians and Lunarians.	Numerical Frames.	Geometrical Forms and Solids.	Other Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	
		2									1				6		
			1								18	1	1		7		2
		2		1 2								2	2	1 73	1	3 8	
		2		1				1 1				1	5 1			6 6	1
3		2	1	1													
3	1	2	1						38	1			2	2			1
3 3	4	2	3 3	1								2 50	1 3	1	1	6 4	1
1			2									12				6	
		16						10					1			54	1 6
	1		1	8													
		2	1	1							2		7				
			1												1		6
			1								1	1			1	5	4
		2			1									73		1	
3			1	1	1	1	2					30	30	1	1	3	
1			1	1		1	1	1	1			2			1		
		2												33		6	
		2	3										1			6	
3 3 3 3			1							1	2		3		1	6	1
		2	1	1							24	60	6	100	3		1
3 3			1								2	12		40		6 3	
				1 1 2							16			73 33	2 40	1	7
			1		1					1						1	
			1								30	30		40			
		2									1		1	100 73		1	12
		2		2		1	1										
			1	1										33		6	

PART II.—Table N.—(Continued.)

THE GRAMMAR AND COMMON

				MAPS AND APPARATUS								
MUNICIPALITIES AND SCHCOL SECTIONS.				Local Contribu- tion.	Legislative Appertion- ment.	Total.	MAPS					
							The World.	Europe.	Asia.	Africa.	America.	Canada.
				£ s. d.	£ s. d.	£ s. d.						
<i>Durham—(Continued):</i>												
Darlington, No. 19				2 3 1½	2 3 1½	4 6 2½		1				1
Do. No. 20				2 10 2	2 10 2	5 0 4	1					1
Manvers, No. 2				1 14 3	1 14 3	3 8 6						1
Do. No. 4				2 15 0	2 15 0	5 10 0		1	1	1		1
Manvers and Cavan, No. 11.....				1 5 0	1 5 0	2 10 0		1	1	1	1	1
<i>Victoria:</i>												
Eldon, No. 1.....				5 9 2½	5 9 2½	10 18 5		1	1	1	1	1
<i>Ontario:</i>												
Brock, No. 6				2 16 3	2 16 3	5 12 6	1	1	1	1	1	
Do. No. 13				1 5 0	1 5 0	2 10 0	1	1	1		1	
Pickering, No. 1				4 6 3	4 6 3	8 12 6	1	1	1	1	2	
Do. No. 9				5 0 0	5 0 0	10 0 0	1	1	1		1	
Do. No. 10				2 5 0	2 5 0	4 10 0	1	1	1	1	1	
East Pickering, No. 6.....				4 11 7	4 11 7	9 3 2		1	1	1	2	
Reach, No. 5.....				1 11 10½	1 11 10½	3 3 9	1	1	1	1	1	
Do. No. 8.....				3 1 9	3 1 9	6 3 6	1	1	1	1	1	
Thorah, No. 5				1 5 7½	1 5 7½	2 11 3		1	1			
Whitby, No. 4				1 15 10	1 15 10	3 11 8						
Do. No. 8				3 0 0	3 0 0	6 0 0		1	1	1	1	
Do. No. 10				1 5 0	1 5 0	2 10 0	1	1	1	1		
Do. No. 11				1 6 10½	1 6 10½	2 13 9		1	1	1	1	
Do. G. S.				15 2 11	15 2 11	30 5 10						
Uxbridge, No. 9				1 5 0	1 5 0	2 10 0	1	1			1	
<i>Fork:</i>												
Etobicoke, No. 2.....				3 2 6	3 2 6	6 5 0	1					
Do. No. 3.....				2 1 3	2 1 3	4 2 6	1	1	1	1	2	
Gwillimbury East, No. 1.....				2 4 4½	2 4 4½	4 8 9		1				
Do. No. 2.....				1 13 6	1 13 6	3 7 0	1		1	1	1	
Do. No. 5.....				4 5 0	4 5 0	8 10 0		1	1	1	1	1
Do. No. 7.....				1 18 9	1 18 9	3 17 6		1	1	1	1	
Gwillimbury, North and East, No. 1 ...				1 5 7½	1 5 7½	2 11 3	1	1			1	
King Tp.....				1 5 0	1 5 0	2 10 0		1			1	1
King, No. 4				1 7 6	1 7 6	2 15 0						
King, No. 9				1 15 0	1 15 0	2 10 0						
King, No. 11.....				1 11 8	1 11 8	3 3 4						
King, No. 13.....				2 18 9	2 18 9	5 17 6	1					
King, No. 18.....				1 5 4	1 5 4	2 10 8	1	1	1	1	1	1
Whitchurch, No. 1.....				1 5 0	1 5 0	2 10 0		1			1	
Newmarket, G. S.				10 16 10½	10 16 10½	21 13 9						1
Richmond Hill, G. S.....				3 1 3	3 1 3	6 2 6		1				
Scarboro', No. 6				1 10 0	1 10 0	3 0 0		1	1	1	1	
Do. No. 10.....				1 5 3½	1 5 3½	2 10 7		1	1	1		
Vaughan, No. 15				1 6 11½	1 6 11½	2 13 11					1	
Whitchurch, No. 1.....				2 4 4½	2 4 4½	4 8 9		1	1	1		
Whitchurch and Markham, No. 12				2 4 1	2 4 1	4 8 2	1	1				
York, No. 16.....				1 9 1	1 9 1	2 18 2		1			1	
<i>Peel, U. C. York and Peel</i>				37 16 3	37 16 3	75 12 6						
<i>Peel:</i>												
Albion, No. 3				5 10 7½	5 10 7½	11 1 3						
Caledon, No. 2				1 5 4	1 5 4	2 10 8	1				1	1
Chinguacousy, No. 1.....				1 8 9	1 8 9	2 17 6	1	1			1	
Do. No. 23				2 0 4	2 0 4	4 0 8	1	1	1		1	1
Do. No. 18, and }				1 5 0	1 5 0	2 10 0		1	1	1	1	
Gore of Toronto, No. 4												
Toronto, No. 5.....				1 16 7	1 16 7	3 13 2		1	1	1	2	
Do. No. 5.....				1 18 9	1 18 9	3 17 6		1	1	1	1	
Do. No. 12				1 15 0	1 15 0	3 10 0						
Do. No. 17				2 3 1½	2 3 1½	4 6 3		1	1	1	1	
<i>Simcoe:</i>												
Essa, No. 3				2 0 0	2 0 0	4 0 0	1	1	1	1	1	1
Gwillimbury, West, No. 2				4 12 6	4 12 6	9 5 0						
Do. No. 10				1 10 4	1 10 4	3 0 8		1	1	1	1	1
Medonté, No. 2				1 5 0	1 5 0	2 10 0	1					1
Nottawasaga, No. 7.....				1 10 0	1 10 0	3 0 0		1	1	1	1	
Nottawasaga and Osprey, No. 1.....				1 5 0	1 5 0	2 10 0		1			1	
Nottawasaga, R. C. S. S.				1 5 0	1 5 0	2 10 0	1					

SCHOOLS OF UPPER CANADA, 1856.

PART II.—Table N.—(Continued.)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

OF —				APPARATUS.							OBJECT AND TABLET LESSONS.							Various articles.
British Isles.	Classical Maps.	Hemispheres.	Other Maps.	Globes.	Complete sets of Holbrook's Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms & Solids.	Other Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.		
2		2	1															
2		2	1	1	1		2	1		2	18			33	5			
3		2		1										33	2	6		
													3		33	6		
1		2	1	1				1	1		31		2			6	1	
				1										30				
1	1		1	1		1						1				6		
			1	1											5		1	
	1		1	2		1	1	1	1	1	2		1	100				
3			1															
			2								30	30				2		
		2												33				
3	2		2							2	18	30				1		
																1		
3			1											31	31	3	2	
				1					1	3						6		
																5		
																1	1	
										1	150			30				
				1				1										
2			1												1	3		
	1		2								26							
		2								1	2	1			1			
								1										
		2														3		
		1		1			1											
				1														
				1	1													
					1						30		30	1				
		2																
	4				1									60				
	3	2	4						1	5	15						5	
1																		
		2																
			1									23		73				
1																		
1			3	1				1										
											220							
				2			1											
															5			
		1																
														30				
								1			30			30	1			
														30		1		
		1												30				
				1														
		1	2	1														
			1	1	1						16	1	1		3	6		
																1		
1											2			73		8		
		2																
																3		
														33		1		

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS AND APPARATUS									
	MONEYS.			M A P S						
	Local Contribu- tion.	Legislative Apportion- ment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.	
<i>Simcoe.—(Continued):</i>	£ s. d.	£ s. d.	£ s. d.							
Tecumseth, No. 2	1 5 0	1 5 0	2 10 0		1					1
Do. No. 6	2 0 0	2 0 0	4 0 0	1	1	1	1	1		1
Do. No. 7	2 0 0	2 0 0	4 0 0	1	1			1		1
Do. No. 8	1 11 3	1 11 3	3 2 6	1	1			1		1
Do. No. 11.....	2 0 0	2 0 0	4 0 0		1	1	1	1		1
Vespra, No. 5	1 5 0	1 5 0	2 10 0	1						1
Oro, No. 3.....	1 5 0	1 5 0	2 10 0							1
<i>Halton:</i>										
Esquesing, No. 4	2 3 1	2 3 1	4 6 2		1					1
Do. No. 5	1 5 0	1 5 0	2 10 0		1	1	1	1		
Do. No. 8	1 12 6	1 12 6	3 5 0		1	1		1		
Nassagaweya, No. 4.....	1 5 0	1 5 0	2 10 0							1
Do. No. 5.....	1 6 3	1 6 3	2 12 6		1			1		1
Do. No. 2.....	1 5 6	1 5 6	2 11 0		1			1		1
Nelson, No. 1	2 0 9	2 0 9	4 1 6		1	1	1	1		1
Do. No. 6	1 10 0	1 10 0	3 0 0	1	1	1	1	1		1
Do. No. 8	3 0 0	3 0 0	6 0 0		1	1	1	1		1
Trafalgar, No. 8.....	1 10 0	1 10 0	3 0 0			1				1
Do. No. 11	1 6 1½	1 6 1½	2 12 3							
<i>Wentworth:</i>										
Ancaster, No. 9	7 15 0	7 15 0	15 10 0		1	1	1	1		1
Do. No. 15.....	5 5 3	5 5 3	10 10 6	1	1	1	1			
Do. G. and C. S.	4 6 3	4 6 3	8 12 6	1	1	1	1			
Barton, No. 6	5 5 7	5 5 7	10 11 2							1
Beverley, No. 3... ..	1 9 8½	1 9 8½	2 19 5		1	1	1	1		1
Do. No. 10	1 5 0	1 5 0	2 10 0	1	1			1		
Do. No. 13	2 0 0	2 0 0	4 0 0	1	1	1	1	1		
Do. No. 17	3 10 0	3 10 0	7 0 0		1	1	1	1		1
Flamboro' No. 3.....	5 7 6	5 7 6	10 15 0		1	1	1	1		1
Glanford, No. 1.....	2 1 8	2 1 8	4 3 4		1	1	1	1		1
<i>Brant:</i>										
Brantford, No. 5.....	3 11 3	3 11 3	7 2 6		1	1	1	1		
Do. No. 7.....	2 10 0	2 10 0	5 0 0	1	1	1	1	1		
Do. No. 8.....	2 10 0	2 10 0	5 0 0	1	1	1	1	1		1
Do. No. 12	4 11 10½	4 11 10½	9 3 9		1	1	1	1		1
Do. No. 13	2 0 0	2 0 0	4 0 0		1	1	1			1
Dumfries, S., No. 6	1 5 0	1 5 0	2 10 0							
Do. No. 7	2 10 0	2 10 0	5 0 0		1	1	1	1		
Do. No. 14	2 0 0	2 0 0	4 0 0		1	1	1	1		1
<i>Lincoln:</i>										
Caistor, No. 5	2 10 0	2 10 0	5 0 0		1			1		1
Do. No. 6	1 5 4	1 5 4	2 10 8	1				1		1
Clinton, No. 1	5 1 3	5 1 3	10 2 6	1	1	1	1	1		1
Do. No. 6	1 5 0	1 5 0	2 10 0							1
Clinton, No. 3, and Beamsville, G. S.	1 6 10	1 6 10	2 13 8							
Gainsboro, No. 3	2 15 4	2 15 4	5 10 8		1	1				
Do. No. 7	1 15 0	1 15 0	3 10 0	1	1					
Grimshy, No. 2	1 6 3	1 6 3	2 12 6	1	1					1
Do. No. 5	1 10 0	1 10 0	3 0 0		1	1	1	1		1
Do. No. 9	1 5 0	1 5 0	2 10 0							1
Louth, No. 4	2 10 0	2 10 0	5 0 0	1	1	1	1	1		1
<i>Welland:</i>										
Pelham, No. 1.....	1 10 0	1 10 0	3 0 0	1	1	1	1	1		1
Do. No. 3.....	1 5 0	1 5 0	2 10 0		1	1				1
Stamford, No. 3	3 0 0	3 0 0	6 0 0		1	1	1	1		1
Do. No. 5	1 17 2½	1 17 2½	3 14 5							1
Do. No. 6	2 7 6	2 7 6	4 15 0							2
Do. No. 11.....	2 11 2	2 11 2	5 2 4							1
Thorold, No. 1	4 5 7½	4 5 7½	8 11 3							1
Do. No. 2	1 5 0	1 5 0	2 10 0							1
<i>Haldimand:</i>										
Canboro, No. 1	1 5 0	1 5 0	2 10 0		1					1
Cayuga, N., No. 5	1 5 0	1 5 0	2 10 0	1				1		1
Cayuga, S., No. 1.....	1 5 0	1 5 0	2 10 0		1			1		1
Moulton, No. 1	6 12 2	6 12 2	13 4 4		1	1	1	1		1
Moulton and Canboro, No. 1.....	1 5 0	1 5 0	2 10 0			1	1			1
Rainham, M.,	22 5 0	22 5 0	44 10 0	8	8	8	8	8		8
Walpole, No. 3	8 5 2½	8 5 2½	16 10 5	1	1	1	1	1		1
Do. No. 10	2 3 9	2 3 9	4 7 6		1	1	1	1		1
Do. No. 18	2 13 1½	2 13 1½	5 6 3	1	1					1

SCHOOLS OF UPPER CANADA, 1856.

PART II.—Table N.—(Continued.)

SUPPLIED BY THE EDUCATION DEPARTMENT, 1856.

[illegible]

PART II.—Table N.—(Continued.)

THE GRAMMAR AND COMMON

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS AND APPARATUS									
	MONEYS.			MAPS						
	Local Contribu- tion.	Legislative Apportion- ment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.	
<i>Norfolk:</i>	£ s. d.	£ s. d.	£ s. d.							
Houghton, No. 3.....	2 10 0	2 10 0	5 0 0	.....	1	1	1	1	1	
Do No. 4.....	7 10 0	7 10 0	15 0 0	.....	1	1	1	.....	1	
Middleton, No. 3.....	2 15 0	2 15 0	5 10 0	1	1	1	1	1	1	
Townsend, No. 7.....	1 9 5	1 9 5	2 18 10	.....	.....	.....	.....	.....	.....
Townsend and *Walpole, No. 21.....	2 10 0	2 10 0	5 0 0	.....	1	1	1	1	1	
Windham, No. 3.....	2 15 0	2 15 0	5 10 0	1	1	1	1	1	.....
Woodhouse, No. 5.....	1 11 6	1 11 6	3 3 0	1	1	1	1	1	.....
<i>Oxford:</i>										
Blenheim, No. 22.....	1 5 0	1 5 0	2 10 0	.....	.....	.....	.....	.....	1	
Dereham, No. 6.....	6 5 0	6 5 0	12 10 0	.....	1	1	1	1	1	
Nissouri, East, No. 12.....	4 0 0	4 0 0	8 0 0	.....	.....	.....	.....	.....	.....
Oxford, East, No. 9.....	3 7 0	3 7 0	6 14 0	1	1	1	1	1	1	
Zorra, West, No. 12.....	2 0 0	2 0 0	4 0 0	.....	1	1	1	1	.....
<i>Waterloo:</i>										
†Dumfries, North and South, No. 16...	3 0 0	3 0 0	6 0 0	.....	1	1	1	1	1	
Do No. 17.....	3 5 0	3 5 0	6 10 0	.....	1	1	1	1	1	
Waterloo, No. 19.....	3 10 0	3 10 0	7 0 0	1	1	.....	.....	.....	1	
Wellesley, No. 11.....	2 16 6 $\frac{1}{2}$	2 16 6 $\frac{1}{2}$	5 13 1	1	1	1	1	2	1	
Wilmot, No. 4.....	1 9 8 $\frac{1}{2}$	1 9 8 $\frac{1}{2}$	2 19 5	.....	1	1	1	1	1	
Do No. 5.....	2 0 0	2 0 0	4 0 0	.....	1	1	1	1	1	
Galt Grammar School.....	9 10 4 $\frac{1}{2}$	9 10 4 $\frac{1}{2}$	19 0 9	.....	.....	.....	.....	.....	1	
<i>Wellington:</i>										
Erin, No. 2.....	1 10 0	1 10 0	3 0 0	.....	1	1	1	.....	1	
Do No. 8.....	2 10 7 $\frac{1}{2}$	2 10 7 $\frac{1}{2}$	5 1 3	.....	1	1	1	1	1	
Erin and Eramosa, No. 13.....	1 19 4 $\frac{1}{2}$	1 19 4 $\frac{1}{2}$	3 18 9	1	1	1	1	1	.....
Guelph, No. 1.....	3 19 2 $\frac{1}{2}$	3 19 2 $\frac{1}{2}$	7 18 5	.....	.....	.....	.....	.....	1	
Garafraxa, No. 1.....	1 12 7	1 12 7	3 5 2	.....	1	1	1	.....	1	
Peel and Maryborough, No. 3.....	2 10 0	2 10 0	5 0 0	1	1	1	1	1	1	
Puslinch, No. 8.....	3 0 0	3 0 0	6 0 0	.....	1	1	1	1	1	
Do No. 9.....	1 11 3	1 11 3	3 2 0	1	1	.....	.....	.....	1	
<i>Grey:</i>										
Bentinck and Glenelg, No. 1.....	2 11 3	2 11 3	5 2 6	.....	.....	.....	.....	.....	.....
Egremont and Normanby, No. 3.....	1 10 0	1 10 0	3 0 0	1	1	.....	.....	.....	1	
Euphrasia, No. 6.....	2 7 1	2 7 1	4 14 2	.....	1	1	1	1	1	
Glenelg, No. 2.....	1 10 0	1 10 0	3 0 0	.....	.....	.....	.....	.....	1	
Holland, No. 1.....	1 5 4	1 5 4	2 10 8	.....	.....	.....	.....	.....	1	
Do No. 4.....	1 10 0	1 10 0	3 0 0	.....	.....	.....	.....	.....	1	
Do No. 5.....	1 10 0	1 10 0	3 0 0	.....	.....	.....	.....	.....	1	
Melancthon, No. 1.....	1 10 0	1 10 0	3 0 0	1	.....	.....	.....	1	1	
St. Vincent, No. 1.....	1 7 6	1 7 0	2 15 0	.....	.....	.....	.....	.....	.....
Do No. 5.....	1 5 0	1 5 0	2 10 0	.....	1	1	1	1	1	
Do South, No. 1.....	3 0 0	3 0 0	6 0 0	.....	1	1	.....	1	1	
Sullivan and Holland, No. 1.....	1 5 0	1 5 0	2 10 0	.....	.....	.....	.....	.....	1	
<i>Perth:</i>										
Blanchard, No. 1.....	2 10 0	2 10 0	5 0 0	1	1	1	1	2	1	
Do No. 7.....	2 0 0	2 0 0	4 0 0	.....	1	1	1	1	1	
Easthope, North, No. 1.....	2 7 3	2 7 3	4 14 6	.....	.....	.....	.....	.....	1	
Do No. 4.....	6 0 0	6 0 0	12 0 0	.....	.....	.....	.....	.....	.....
Do South, No. 7.....	1 10 0	1 10 0	3 0 0	.....	1	1	1	1	1	
Fullarton, No. 2.....	1 6 0	1 6 0	2 12 0	.....	1	.....	.....	.....	1	
Mornington, No. 2.....	1 10 0	1 10 0	3 0 0	.....	1	.....	1	.....	1	
Do No. 4.....	2 0 0	2 0 0	4 0 0	1	1	1	1	1	1	
<i>Huron:</i>										
Ashfield, No. 3.....	1 5 0	1 5 0	2 10 0	.....	1	.....	.....	.....	1	
Do No. 6.....	1 10 0	1 10 0	3 0 0	.....	1	1	1	1	1	
Goderich Township.....	26 0 0	26 0 0	52 0 0	.....	8	8	8	8	.....
Grey, No. 2.....	1 10 0	1 10 0	3 0 0	1	.....	.....	.....	.....	1	
Hullett, No. 2.....	1 5 0	1 5 0	2 10 0	.....	1	.....	.....	.....	1	
Do No. 3.....	2 10 0	2 10 0	5 0 0	.....	1	1	1	1	1	
McGillivray, No. 8.....	1 5 0	1 5 0	2 10 0	.....	1	.....	.....	.....	1	
McGillivray and Biddulph, No. 2.....	2 10 0	2 10 0	5 0 0	1	.....	.....	.....	.....	1	
Stanley, No. 4.....	1 5 0	1 5 0	2 10 0	.....	1	.....	.....	.....	1	
Stephen, No. 3.....	2 10 0	2 10 0	5 0 0	.....	1	1	1	1	1	
Usborne, No. 2.....	1 5 0	1 5 0	2 10 0	1	.....	.....	.....	2	.....
Wawanosh, No. 4.....	2 8 0	2 8 0	4 16 0	.....	1	1	1	1	.....
<i>Bruce:</i>										
Brant, No. 4.....	1 10 0	1 10 0	3 0 0	.....	1	.....	.....	.....	1	
Kinardine, No. 7.....	1 5 0	1 5 0	2 10 0	.....	1	.....	.....	.....	1	

* Walpole in County of Haldimand.

† South Dumfries is in Brant.

SCHOOLS OF UPPER CANADA, 1856.

PART II.—Table N.—(Continued.)

SUPPLIED BY THE EDUCATION DEPARTMENT.

OF —				APPARATUS.							OBJECT AND TABLET LESSONS.						
British Isles.	Classical Maps.	Hemispheres.	Other Maps.	Globes.	Complete sets of Holbrook's Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Various articles.
		2		2									3	33	3	6	
			1										4			18	
	1		1								150		4				
3		2						1			18			73		7	
	2		1								11	30		30		9	
											1			40			
3		2	2	1										6			
					1						150	30		73		13	
		2							1		2					6	2
										1	1		1	73		6	
		2									8		2			6	
			2							2				73		8	
			1			1	1							73	2	6	
			1								30			73	1	6	
			1												1		
				2	1				1	12						1	
			2														
1		2														1	
				1		1	1		1					33			
		2												73			35
																	1
3		2														10	
1																	6
											30					6	
1		2										30		73	1		
1		2									1	1	1			6	17
		2															
		2									30	60					13
			1									30	1		1		
				1								44		33		7	
		2								1							
3		2		2				1						33		7	
3														73		1	
																	9
														33		6	
													1			6	
			1		1		1	1	20		36				207	1	13
										1	60				50		6
											188						3
1		2						1								3	
											30						
		2												33		6	
25		16	1	8								30				50	
			1											2			4
		2												30		6	
		2														18	
		2												30		6	
			1				1			1					1	6	
														30		6	
			1											30		3	
3		2						1			2		2			6	
														40	1	6	
				1													1
														33		6	

Municipalities AND Schools Sections.	Maps and Apparatus									
	Moneys.			Maps						
	Local Contribu- tion.	Legislative Apportion- ment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.	
Middlesex:	£ s. d.	£ s. d.	£ s. d.							
Adelaide, No. 11.....	1 15 0	1 15 0	3 10 0	1	1	...	...	1	1	
Delaware, No. 1.....	2 10 0	2 10 0	5 0 0	...	1	1	1	1	...	
Do No. 3.....	2 4 6	2 4 6	4 9 0	...	1	1	1	1	1	
Do No. 7.....	1 5 6	1 5 6	2 11 0	...	1	1	1	1	...	
Nissouri, West, No. 9	1 5 0	1 5 0	2 10 0	...	...	...	...	...	8	
Elgin	4 11 7	4 11 7	9 3 2	...	...	...	...	...	...
Bayham, No. 2	3 1 10½	3 1 10½	6 3 9	...	1	1	1	1	...	
Do No. 13.....	1 5 0	1 5 0	2 10 0	...	...	...	...	...	1	
Do No. 16.....	3 0 0	3 0 0	6 0 0	...	1	1	1	1	...	
Do No. 20.....	1 5 0	1 5 0	2 10 0	...	...	...	...	...	1	
Dorchester, South, No. 5	3 16 3	3 16 3	7 12 6	1	1	1	1	1	1	
Dunwich, No. 12	1 5 0	1 5 0	2 10 0	...	1	1	1	1	1	
Malahide, No. 3.....	1 7 6	1 7 6	2 15 0	...	...	...	...	...	1	
Do No. 8.....	3 0 0	3 0 0	6 0 0	...	1	1	1	1	1	
Do No. 11	2 6 3	2 6 3	4 12 6	1	1	4	1	1	1	
Do No. 18	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Southwold, No. 1	3 5 0	3 5 0	6 10 0	...	1	1	1	1	...	
Do No. 10.....	1 5 0	1 5 0	2 10 0	...	...	...	...	...	1	
Do No. 12.....	1 16 3	1 16 3	3 12 6	...	...	...	...	...	...
Do No. 15.....	5 1 3	5 1 3	10 2 6	1	1	1	1	1	1	
Do No. 16.....	1 10 0	1 10 0	3 0 0	...	1	1	1	1	1	
Yarmouth, No. 4	5 0 0	5 0 0	10 0 0	1	1	1	1	1	1	
Do No. 18.....	5 18 9	5 18 9	11 17 6	1	1	1	1	1	1	
Kent:										
Chatham, No. 2.....	1 10 0	1 10 0	3 0 0	...	1	1	1	1	...	
Do No. 4.....	2 0 0	2 0 0	4 0 0	1	1	1	1	1	1	
Do No. 8.....	2 0 0	2 0 0	4 0 0	...	1	1	1	1	1	
North Gore Chatham, No. 1.....	4 10 0	4 10 0	9 0 0	1	1	1	1	1	1	
Harwich, No. 5	2 0 0	2 0 0	4 0 0	...	1	1	1	1	1	
Do No. 11.....	3 17 6	3 17 6	7 15 0	...	1	1	1	1	...	
Howard, No. 14	3 15 0	3 15 0	7 10 0	...	1	1	1	...	1	
Oxford, No. 6.....	3 0 0	3 0 0	6 0 0	...	1	1	1	2	...	
Raleigh, No. 6.....	2 0 0	2 0 0	4 0 0	1	1	1	1	1	1	
Do No. 8.....	7 10 0	7 10 0	15 0 0	...	...	...	...	...	...
Do No. 7.....	3 15 0	3 15 0	7 10 0	...	1	1	1	1	...	
Lambton:										
Bosanquet, No. 11.....	2 18 9	2 18 9	5 17 6	1	1	1	1	...	1	
Dawn, No. 4.....	1 5 0	1 5 0	2 10 0	...	1	1	1	1	1	
Enniskillen Township	1 5 0	1 5 0	2 10 0	...	1	1	1	1	1	
Do No. 6	1 5 0	1 5 0	2 10 0	...	1	1	1	1	1	
Euphemia, No. 3	2 10 0	2 10 0	5 0 0	1	1	1	1	1	1	
Do No. 4.....	3 0 0	3 0 0	6 0 0	...	1	1	1	1	1	
Moore, No. 5	5 3 0	5 3 0	10 6 0	...	1	1	...	1	...	
Plympton, No. 8.....	1 5 0	1 5 0	2 10 0	...	1	1	1	1	...	
Do No. 11	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1	
Warwick, No. 3.....	1 5 0	1 5 0	2 10 0	...	...	...	...	1	1	
Do No. 2.....	2 15 0	2 15 0	5 10 0	...	1	1	1	1	...	
Do No. 6.....	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1	
Essex:										
Gosford, No. 2.....	1 10 0	1 10 0	3 0 0	...	...	...	...	...	1	
Tilbury West, No. 4.....	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1	
Sandwich, No. 2	1 17 0	1 17 0	3 14 0	...	1	...	1	1	1	
Cities:										
Toronto	1 16 6	1 16 6	3 13 0	...	...	...	...	...	1	
Do R. C. S. S.....	6 7 6	6 7 6	12 15 0	...	4	4	...	...	4	
Hamilton	10 0 0	10 0 0	20 0 0	3	3	2	2	6	10	
Kingston R. C. S. S	1 14 4½	1 14 4½	3 8 9	...	...	...	...	...	2	
* London	8 5 0	8 5 0	16 10 0	...	...	...	...	...	...
Ottawa	44 12 0	44 12 0	89 4 0	8	8	3	3	16	3	
Do Grammar School	12 18 3	12 18 3	25 16 6	...	...	...	...	...	...

* The sum of £8 5s. was also expended for the Separate School of London, but afterwards returned.

SUPPLIED BY THE EDUCATION DEPARTMENT.

OF —				APAPARATUS.							OBJECT AND TABLET LESSONS.						Various articles.
British Isles.	Classical Maps.	Hemispheres.	Other Maps.	Globes.	Complete sets of Holbrook's Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	
...	30	...	...	...	...	18	...
...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	1	...	...	...	...	...	...	...	...	...	...	...	...	6	...
...	45	25	...	...	...	4	...
...	4	...	15
...	2	1	30	...	...	33	...	2	...
...	1	...	30	...	1	73	1	1	...
...	1	...	...	...	...	30	...	34	...
4	1	...	...	...	...	...	...	1	...	...	9	...	6	...	...
...	1	...	...	...	...	...	...	...	...	...	...	...	6	...	...
...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	2
...
...	1	...	...	...	...	1	1	...	...	30	...	...	23	...	...
...	2	6	...	...	...	...	...	3
...	1	...	...	...	...	...	...	1	30	30	...	33	...	...	5
...	1	...	...
...	1	...	1	2	1	...	...	...	...	...	...	...	...	...	6	...	...
...	18	...	...	70	20	...	4
...	1	...	...	...	...	...	...	...	...	...	...	...	6	...	1
...	1	...	...	...	...	...	...	...	...	...	...	73	...	...	2
...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	6	...	8
...	2	...	...	...	...	...	...	1	18	30	...	...	6	...	...
3	2	...	...	...	...	...	...	...	48	...	...	73	...	...	10
3	1	...	1	...	...	...	...	...	...	...	30	65	...	30	18	...	6
...
1	1	...	...	1	1	...	...	...	...	...	3	...	4	...	7	6	...
...	...	2	1	...	...	...	...	...	...	1	150	...	...	30	6	...	6
...	150	...	...	30	...	...	...
...	1	...	...	...	7	...	...
...
1	3	...	...	...	...	...	...	...	40	30	1	...	6	...	...
1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	1	1	...	...	...	...	...	1	...	...	...	1	...	4
...	6	...	...	...	6	...
1	20	...	...	...	...	6	...
3	1	...	...	...	...	...	...	...	...	...	...	...	...	6	...
...	30	...	6	...
...	1	1	...	60	...	...	60	...	36	...
...	31	...	5	30	...	6	...
...
1	...	2	1	...	...	...	...	...	...	1	...	...	...	...	...	...	1
...	4	...	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	...	...	...	...	...	...
9	15	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
3	6	...	...	...	...	...	3	1	...	...	88	8	...	...

PART II.—Table N.—(Continued.)

THE GRAMMAR AND COMMON

[illegible]

SCHOOLS OF UPPER CANADA, 1856.

PART II.—Table N.—(Continued.)

SUPPLIED BY THE EDUCATION DEPARTMENT.

[illegible]

PART II.—Table O.

THE SUPERANNUATED

STATEMENT IN DETAIL OF THE SUPERANNUATED COMMON SCHOOL

No.	Name.	Faith.	Country of Birth.	Residence. (Municipal- ity.)	Cause of discontinuing teaching.	Age in 1856.	Years of teaching in U. C.	Subscriptions.	Pensions.
								£ s d.	£ s. d.
1 2	John McAuley ... Dead.	Ch. Scotland.	Ireland	Innisfil	Age & Infirmary	74	22	1 0 0	16 10 0
3	Robert Mason ...	Presbyterian.	Scotland ...	Lanark	Age & Infirmary	76	28	1 0 0	21 0 0
4 5	Magnus Swanson Dead.	Baptist	Scotland. ...	Markham...	Age & Infirmary	73	18	1 0 0	13 10 0
6	Donald Currie ...	Ch. Scotland.	Scotland ...	Aldboro' ...	Age & Infirmary	68	18	1 0 0	13 10 0
7	*James Baird	Baptist	Scotland ...	Lanark	Age & Infirmary	84	16	1 0 0	12 0 0
8	John O'Connor ...	Rom. Catholic	Ireland	Charlotten- burgh.	Age & Infirmary	83	35	1 0 0	26 5 0
9 10	Anthony Lewars Dead.	Baptist	Scotland ...	Augusta ...	Age & Infirmary	75	32	1 0 0	24 0 0
11	Thos. J. Graffe ...	Universalist .	Ireland	Arthur	See Abstract ...	49	18	1 0 0	13 10 0
12	Don'd McDermid	Ch. Scotland	Scotland ...	Cornwall ...	Age & Infirmary	79	26½	1 0 0	19 17 6
13	James Benton ...	Ch. Scotland	Scotland ...	Finch.....	See Abstract ...	60	25	1 0 0	18 15 0
14	Henry Gough.....	Ch. England.	Ireland	Barton	Age & Infirmary	71	30	1 0 0	22 10 0
15	Jas. Breakenridge	W. Methodist	U. Canada .	Rawdon ...	See Abstract ...	52	32	1 0 0	24 0 0
16	John Gillon.....	Ch. Scotland.	Scotland ...	Ramsay.....	Age & Infirmary	74	25½	1 0 0	19 2 6
17	Robert C. Mills ...	Ch. England.	Ireland	Packenham	Age & Infirmary	70	23	1 0 0	17 5 0
18	John W. Leonard	Ch. England.	England ...	Chatham ...	Age & Infirmary	63	22	1 0 0	16 10 0
19	Peter Stewart.....	Ch. Scotland.	Scotland ...	Perth.....	Age & Infirmary	73	22	1 0 0	16 10 0
20	David Thompson	.....	Scotland ...	Niagara....	Age & Infirmary	67	38	1 0 0	28 10 0
21	John Price	Ch. England .	Ireland	Brockville .	Age & Infirmary	64	24	1 0 0	18 0 0
22	Wm. Gordon	Presbyterian.	Ireland	Horton	Age & Infirmary	69	30	1 0 0	22 10 0
23	Crawford Rainey	W. Methodist	Ireland	Ernestown.	See Abstract ...	45	17	1 0 0	12 15 0
24	Benjamin Warren	Ch. England .	Ireland	Augusta ...	Age & Infirmary	72	27	1 0 0	20 5 0
25	Thos. McMaster.	Ch. England .	Ireland	Grey	See Abstract ...	60	20	1 0 0	15 0 0
26	Ronald Smith.....	Ch. England .	Scotland ...	Lanark	Age & Infirmary	72	20	1 0 0	15 0 0
27	Wm. McEdward..	Ch. Scotland.	Scotland ...	Lancaster...	Age & Infirmary	66	26½	1 0 0	19 17 6
28	Wm. Dowling ...	W. Methodist	Ireland	Augusta ...	See Abstract ...	57	20	1 0 0	15 0 0
29	Geo. Fieldhouse...	Soc. Friends .	England ...	Murray	Age & Infirmary	70	30	1 0 0	22 10 0

* Now dead.

COMMON SCHOOL TEACHERS.

PART II.—Table O.

TEACHERS IN UPPER CANADA FOR 1855, WITH THE PENSIONS PAID.

No.	For the year.	Abstract of Case.	Certificates signed by
1	1856 ...	Was a Teacher 50 years. Taught in West Gwillimbury, Tecumseth, Essa and Innisfil. Holds also a certificate from the Earl of Dalhousie, as Teacher in Nova Scotia, where he taught School from 1817 to 1830.	Rev. F. L. Osler; T. S. Stephens, J. P.; William Strong, J. P.; H. A. Clifford.
3	1856 ...	Taught the same School in the Village of Lanark for 28 years.	J. A. Murdoch; J. Shaw, M. P.; M. Lock, J. P.
4	1856 ...	Was a Teacher for 35 years. Taught in Scotland, Lower Canada, and for 18 years in Markham.	Rev. W. Case; J. King; G. Buchanan.
6	1856 ...	Was a Teacher for 50 years; 22 years in Scotland, and 18 years in Aldboro', Oxford, Howard, Chatham and Mosa, U. C.	Rev. R. Burns, D. D.; Rev. D. McMillan; G. Gardiner, J. P.; G. Duck, junior.
7	1856 ...	Commenced in 1825, and ceased teaching in 1842, from age and lameness; taught the same school 16 years.	Rev. M. Harris; J. Robertson, J. P.
8	1856 ...	Was a Teacher for 53 years: 18 years in Ireland, and 35 in Glengarry, Stormont and Prescott.	Rev. J. McLaurin; Rev. H. Urquhart; J. Grant, M. D.; A. Chisholm.
9	1856 ...	Taught in the County of Grenville 32 years.	Rev. R. Blakely; H. W. Morton, M. D.; J. Clapperton; J. Jessup; G. Malloch.
11	1856 ...	Commenced in 1832. Taught in Grenville 18 years. "His health failed from excessive mental labour, which induced a predisposition to apoplexy and spinal disease."	B. R. Church, M. D.; E. H. Whitmarsh; R. Waugh.
12	1856 ...	Commenced in Scotland in 1794, and ceased in Upper Canada in 1843. Taught in Stormont and Glengarry 26½ years.	J. Pringle; Reference to Hon. Justice McLean; R. McDonald, M. D.; affidavit before H. Cline, J. P.
13	1856 ...	Commenced in 1822, and ceased 1850. Taught for 35 years in Township of Lochiel; was afflicted with Epilepsy and compelled to desist.	Rev. J. R. Meade; J. Stirling, M. D.; D. Cattach, J. P.; J. Murray.
14	1856 ...	Was a Teacher for 33 years; 3 years in Nova Scotia, and 30 in various parts of Upper Canada.	P. Spaun, J. P.; B. P. Spohn. Former certificates signed by Bishop Strachan, &c.
15	1856 ...	Commenced in 1815. Taught in Dundas, Prescott, Russell, Carleton, Grenville and Leeds, for the full period of 32 years, besides 2 years in Lower Canada. Is so afflicted with cataract as to be compelled to desist.	Rev. W. Smart; Hon. H. Pinhey; J. Garvey, M. D.; J. Matthew, J. P.; J. A. Stuart, J. P.; T. Brady; A. Sherwood; S. Hart; J. Keays; W. Henderson.
16	1856 ...	Commenced in Ramsay in 1821, opened the first school at Carleton Place in 1825. Taught also in Beckwith and Packenham.	Rev. J. McMorine; D. Campbell, J. P.; Rev. A. Mann; Rev. M. Harris; J. Wylie.
17	1856 ...	Commenced in 1824. Taught in: Humley, Fitzroy, Packenham, Ross and Bromley.	Rev. J. Thompson; A. Fowler, M. D.; Rev. M. Harris; Rev. A. Mann.
18	1856 ...	Commenced in U. C. in 1817. Taught in the Counties of Frontenac, Lennox, Addington, Kent and Lambton, as he states subsequently to his application being approved, 30 years. Ceased in 1853.	Hon. S. Washburn; Thos. Cross, M. D.; A. Lazier, J. P.; T. McRea, J. P.; O. Ingalls, J. P.; E. H. Carlatt, J. P.; C. Pier, J. P.
19	1856 ...	Taught in county of Lanark from 1831 to 1853. "Has done a good deal of good in his day."	Rev. M. Harris; J. A. Murdoch; J. Young.
20	1856 ...	Commenced teaching in 1815. Has taught in Counties of Frontenac, Lincoln and Welland. Pains from old wounds received in the war of 1812 force him to desist.	Rev. T. Creen.
21	1856 ...	Commenced in 1827. Taught in Leeds and Grenville 24 years.	Rev. E. Denroche; Rev. W. Smart; G. Sherwood, M. P.; T. Reynolds, M. D.; T. F. McQueen, M. D.; A. Sherwood; W. Buell; J. Jessup.
22	1856 ...	Commenced in 1823, and taught in Lanark and Renfrew for 30 years.	Rev. G. Thompson; D. Evans, M. D.
23	1856 ...	Taught in Kingston, Ernestown, Camden and Portland. Disease of the heart and liver renders him unfit for teaching.	Rev. P. Shirley; R. McLean, M. D.; J. Scouten, M. D.; J. Miller, J. P.; J. Asseltine, J. P.; J. J. McDonald; S. Warner.
24	1856 ...	Commenced in 1824, and taught school in Leeds and Grenville 27 years.	Rev. W. Smart; G. Sherwood, M. P.; T. Reynolds, M. D.; J. Brouse; R. Waugh; J. Reynolds, J. P.; N. Horton, J. P.; R. Ease, J. P.
25	1856 ...	Commenced in 1825, and taught in various parts of U. C. Deafness and disease of lower extremities compelled him to desist.	Rev. E. Patterson; Rev. D. McPherson; D. Waugh, M. D.; A. Monteith, J. P.; W. P. McCullough, J. P.; J. Hyde; W. Rath; A. McGregor; J. Stewart. Former certificate signed by Bishop Strachan.
26	1856 ...	Commenced in 1812, and taught in the County of Lanark 20 years.	Rev. M. Harris; A. Munro, M. D.; J. Robertson, J. P.; J. McDonald, J. P.; T. McCaffry, J. P.; E. Byrne.
27	1856 ...	Commenced in 1812. Was a teacher 38 years; 11 years in Scotland, 26 in Lancaster, and 6 months in Williamsstown, U. C.	Rev. J. McKenzie; Rev. D. McPherson; Rev. J. McLaurin; A. Beattie, M. D.; R. S. McDonald, J. P.
28	1856 ...	Commenced in 1822. Taught in Leeds and Grenville for 2 years. Ill health, occasioned by close application, renders him unfit to continue.	Rev. W. Smart; B. R. Church, M. D.; W. Garvey; J. Howard, J. P.; M. Read, J. P.
29	1856 ...	Commenced in 1819, and taught in Prince Edward and North Cumberland 39 years.	P. Gross, M. D.; B. Franklin, J. P.; J. Bettes, J. P.

PART II.—Table O.—(Continued.)

THE SUPERANNUATED

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1856.	Years of teaching in U. C.	Subscription.	Pension.
30	*Olmsted Gates...	Ch. Scotland.	U. States ...	Longueuil .	Age & Infirmary	79	11	1 0 0	8 5 0
31	John McKenzie...	Presbyterian.	Scotland ...	Lancaster...	Age & Infirmary	65	17½	1 0 0	13 2 6
32	Patrick Benson ...	Rom. Catholic	Ireland	Plantagenet North.	Age & Infirmary	75	30	1 0 0	22 10 0
33	Francis Sharp.....	Congregation- alist.	England ...	Asphodel ...	Age & Infirmary	78	18¾	1 0 0	14 1 2
34	*John McDonell .	Rom. Catholic	Scotland ...	Charlotten- burgh.	Age and debility	65	30	0 10 0	11 5 0
35	Francis Foster ...	Ch. England .	England ...	Chingua- cousy.	Age & Infirmary	75	18	1 0 0	13 10 0
36	Donald McDonald	Rom. Catholic	Scotland ...	Lochiel	Age & Infirmary	70	13	1 0 0	9 15 0
37	John Ker.....	Ch. England .	Ireland	Winchester	Age & Infirmary	65	14	1 0 0	10 10 0
38	James Brenan ...	Rom. Catholic	Ireland	Ennismore.	Age & Infirmary	72	35	1 0 0	26 5 0
39	Thos. Hudson.....	Ch. England .	England ...	Markham...	See Abstract ...	60	19½	1 0 0	14 12 6
40	Wm. M. Hynes ...	Presbyterian.	Ireland	Brockville .	Age & debility .	62	34	1 0 0	25 10 0
41	Jane Johnston ...	Ch. England .	Ireland	Thorold.....	See Abstract ...	52	21	1 0 0	15 15 0
42	W. R. Thornhill...	Ch. England .	Ireland	Kitley	See Abstract ...	58	22	1 0 0	16 10 0
43	Wm. Ireland	Ch. England .	Ireland	Kingston ...	Age & Infirmary	74	17½	1 0 0	13 2 6
44	Dead.								
45	John Fletcher ...	Presbyterian.	Scotland ...	Tilbury E...	See Abstract ...	48	18	1 0 0	13 10 0
46	John B. Emons...	Ch. England .	U. Canada .	Escott	See Abstract ...	60	27	1 0 0	20 5 0
47	John Nowlan	Ch. England .	Ireland	Montague...	Age & Infirmary	65	24	1 0 0	18 0 0
48	W. P. Huston ...	Presbyterian.	Ireland	Mountain...	Age & Infirmary	72	23	1 0 0	17 5 0
49	George Reynolds.	Rom. Catholic	Ireland	Camden E.	Age & Infirmary	61	28½	1 0 0	21 7 6
50	Dead.								
51	Wm. Martin	Presbyterian.	Ireland	Oxford	Age & Infirmary	65	14	1 0 0	10 10 0
52	John Blek		Ireland	Ross	Age & Infirmary	77	15	1 0 0	11 5 0
53	Michael Koen.....	Rom. Catholic	Ireland	Kingston ...	Age & Infirmary	65	25½	1 0 0	19 2 6
54	Alex. Miller.....	Presbyterian.	Scotland ...	Walford ...	Age & Infirmary	70	23½	1 0 0	21 7 6
55	John Donald	Presbyterian.	Scotland ...	Dalhousie...	See Abstract ...	57	20½	1 0 0	15 7 6
56	Angus McDonell .	Rom. Catholic	Scotland ...	Kenyon.....	Age & Infirmary	61	33½	1 0 0	25 2 6
57	James Forde	Ch. England .	Ireland	Elmsley N.	See Abstract ...	54	16	1 0 0	12 0 0
58	John Livingston .	Presbyterian.	Scotland ...	Dalhousie...	Age & Infirmary	65	25½	1 0 0	19 2 6
59	Gilbert McAulay.	Ch. Scotland.	Scotland ...	Sunnidale...	Age & Infirmary	76	18	1 0 0	13 10 0

* Now dead.

COMMON SCHOOL TEACHERS.

PART II.—Table O.—(Continued.)

No.	For the year.	Abstract of Case.	Certificates signed by
*30	1856 ...	Commenced in the U. States in 1796, in Lower Canada in 1810, and in Longueuil in 1816. Taught in L. C. 4 years, was assistant in a public school 22 years, and teacher of a common school 11 years. Ceased in 1849.	Sheriff Treadwell; A. Murray, M. D.; J. Higginson, J. P.; Jos. C. Waters.
31	1856 ...	Taught 2 years in Lower Canada, and 17½ in Glengarry.	Rev. J. McKinnon; D. E. McIntyre, M. D.
32	1856 ...	Commenced in 1810, and continued teaching in Stormont and Prescott for 30 years. Ceased in 1845.	C. Johnson, Junior; G. Presley; J. Bellore.
33	1856 ...	Commenced in 1835, and continued teaching in county of Peterboro' for 18½ years.	Rev. T. Scaright; W. Scott, J. P.; H. Fowlds, J. Foley; R. C. Humphries.
34	half 1856	Commenced in 1810, and continued teaching in Stormont and Glengarry for 30 years.	Rev. J. McLaurin; J. Grant, M. D.; D. McDonell, J. P.; A. Fraser, J. P. Former certificate signed by Bishop McDonell.
35	1856 ...	Commenced in 1832, and continued teaching in the Gore of Toronto and Chinguacousy for 18 years.	Rev. J. G. Armstrong; T. Deasely, M. D.; J. M. Chafce; R. Wright; J. Price. Former certificate signed by Bishop Strachan.
36	1856 ...	Commenced in 1806. Taught in Dundas, Stormont and Glengarry. Is unable to procure certificates of teaching for more than 13 years. Ceased in 1853.	O. Quigly, J. P.; C. McDonald, M. D.; J. Murray; A. McMillan.
37	1856 ...	Commenced in 1835, and taught in Stormont and Dundas for 14 years.	Rev. J. G. B. Lindsay; Rev. H. E. Plecs, Rev. J. Harris; W. H. Brouse, M. D.; J. J. Blacklock, M. D.; J. Baird, M. D.; H. L. Cook, M. D.; J. W. Rose, M. P.; J. & G. & E. Brouse, J. P's; W. Bell, J. P.; P. Carman.
38	1856 ...	Was a teacher for 50 years; 35 years in Glengarry, Prince Edward and Victoria.	Rev. J. J. Chisholm, D. D.; Rev. J. Bourke; Rev. J. M. Roger; Rev. R. Harding; W. Cluxton, J. P.; P. S. Sullivan, J. P.; W. T. Boate; B. McDonell; E. Burnham; T. Hay; B. S. Cory, M. D.
39	1856 ...	Commenced in 1832, and taught in the County of York for 19½ years. Ceased in 1821, <i>hernia</i> and general debility having forced him to desist.	Rev. J. G. Armstrong; Rev. D. E. Blake; R. Paget, M. D.; G. Pexton.
40	1856 ...	Commenced in 1818, and taught in the County of Leeds 34 years.	Rev. M. Smart; T. Reynolds, M. D.; R. Edmondson, M. D.; G. Sherwood, M. P.; S. Reynolds, J. P.; W. Dowling, J. P.; W. Buell; G. Malloch.
41	1856 ...	Commenced in 1833, and taught in Dundas, Ancaster, Cayuga and Thorold, 21 years. Disease of the chest compels her to desist.	Rev. T. B. Fuller, D. D.; G. Keefer, J. P.; R. Ironside, M. D.; Dr. H. Rally; J. Keefer; D. D'Everardo; H. James.
42	1856 ...	Commenced in 1829, and taught in Leeds 22 years. "Sight so imperfect that he cannot follow the profession any longer."	Rev. J. B. Worrell; J. Atchison, M. D.; Rev. F. Tremayne; S. Soper, J. P.; J. O'Neill; H. B. Washburn; R. Johnson, J. P.; W. Webster, J. P.
43	1856 ...	Was a teacher for 52 years; 17½ in Upper Canada.	Ven. Archdeacon Stuart; Rev. E. C. Bower; J. Marks, J. P.; G. Rutledge.
45	1856 ...	Commenced in 1830. Taught 6 years in Scotland, and 18 in Igin and Kent. Is afflicted with hip joint disease, and quite unable to do duty.	Rev. J. Fraser; J. R. Robertson, M. D.; A. McGregor; J. Coutts.
46	1856 ...	Commenced in 1827. Has taught in the Counties of Frontenac, Glengarry, Prescott and Russell. Is afflicted with general debility and partial paralysis.	F. Codd, M. D.; J. Stewart; J. Keays; J. Conway, J. P.; J. Mattice, J. P.
47	1856 ...	Commenced in 1812. Taught 18 years in Newfoundland and 24 years in Lanark and Carleton.	Rev. J. B. Worrell; G. Nisbet, M. D.; J. Shaw, M. P.; Rev. E. Morris; G. Gilhuly, J. P.
48	1856 ...	Commenced in 1832. Taught in Mountain and South Gower 23 years.	Rev. J. Anderson; D. Brown, M. D.; J. Cleland, P. M.
49	1856 ...	Commenced in 1826, and taught 28½ years in Brockville, Lennox and Addington, &c.	Rev. P. Shirley; F. V. Cory, M. D.; R. McLean, M. D.; D. Roblin, M. P.; J. Stevenson, J. P.; T. Miller, J. P.; D. C. Smith, J. P.; W. Whelan, J. P.; S. Reynolds, J. P.; F. Murray, J. P.; J. F. Hawley, J. P.; C. H. Miller, J. P.
51	1856 ...	Commenced in 1817 in Nova Scotia. Taught in Grenville 14 years.	Rev. W. D. McDowell; E. B. Sparham, M. D. Former certificate authorising to teach in Nova Scotia, signed by Earl of Dalhousie.
52	1856 ...	Commenced 1806. Taught 33 years in Ireland, and 15 in Lanark and Renfrew.	G. Brown; D. M. Evans, M. D.; J. M. Ross; H. Fitzpatrick; M. Mulligan; P. McPeak.
53	1856 ...	Commenced in Ireland in 1814, and taught 25½ years in Frontenac.	R. S. Henderson; W. Beamish, M. D.; J. W. Brown, J. P.; Peter McKinn, J. P.; J. Irvine. Former certificate by Archdeacon Stuart.
54	1856 ...	Commenced in 1802. Taught 24½ years in Scotland and 28½ in Lanark, Leeds and Grenville.	Rev. W. Bell; B. R. Church, M. D.; Rev. E. Morris; E. H. Whitmarsh; G. McEwen, P. M.
55	1856 ...	Taught in Dalhousie. Chronic inflammation of the liver obliged him to desist.	Rev. J. B. Duncan; A. Munro, M. D.; J. S. Nichol, M. D.
56	1856 ...	Commenced in Scotland in 1814, and taught in Glengarry, U. C., 33½ years.	D. A. McDonald; J. Simpson, M. D.; A. Chisholm; A. McDonnell.
57	1856 ...	Commenced in 1827, and ceased 1850. Taught in Lanark and Frontenac 16 years. Defective eyesight compelled him to desist.	Rev. M. Harris; J. A. Neilson, M. D.; J. Young.
58	1856 ...	Commenced in Scotland in 1810. Taught School No. 6, Dalhousie, 25½ years.	Rev. M. Harris; J. S. Nichol, M. D.; Rev. J. B. Duncan; J. A. Young; J. A. Murdoch; A. McInnes; H. McLean; A. McDonald.
59	1856 ...	Commenced in Scotland in 1812, and in Upper Canada, 1833. Taught in Peel and Simcoe 18 years.	Rev. S. B. Ardagh; Judge Gowan; Rev. J. Gray; H. A. Clifford; G. Lount; A. Pass.

* Now dead.

PART II.—Table O.—(Continued.)

THE SUPERANNUATED

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1856.	Years of teaching in U. C.	Subscription.	Pension.
60	Gideon Gibson ...	Ch. England.	Ireland	Emily	Age & Infirmary	71	19	£ s. d. 1 0 0	£ s. d. 14 5 0
61	Wm. Begg	Presbyterian.	Scotland ...	Goderich ...	Age & Infirmary	62	17	1 0 0	12 15 0
62	John Bradley	Episcopalian.	Ireland	Plantagenet	Age & Infirmary	77	20	1 0 0	15 0 0
63	Not fully approved —not paid.								
64	Henry St. Leger.	Ch. England.	Ireland	Adelaide ...	Age & Infirmary	72	21	1 0 0	15 15 0
65	Robt. Thompson.	Ch. Scotland.	Scotland ...	Cornwall ...	See Abstract ...	52	20	1 0 0	15 0 0
66	Johnston Neilson	Presbyterian.	Ireland	Drummond	General debility.	59	18	1 0 0	13 10 0
67	Dead.								
68	Patrick McKee ...	Rom. Catholic	Ireland	Osnabruck.	Age & Infirmary	83	17	1 0 0	12 15 0
69	John Brennan ...	Ch. England.	Ireland	Wolford ...	Deafness and debility.	58	24½	1 0 0	18 7 6
70	Margaret Jessop .	Ch. England.	Ireland	Elmsley.....	Loss of sight and hearing.	68	16	1 0 0	12 0 0
71	Thos. White	Congregation- alist.	England ...	Hawkesb'ry West.	Debility	66	23½	1 0 0	17 16 4
72	Joshua Webster...	Methodist ...	U. States ...	Brighton ...	Age & Infirmary	62	22	1 0 0	16 10 0
73	Norman McLeod.	Presbyterian.	Scotland ...	Lochiel	Age & Infirmary	64	16	1 0 0	12 0 0
74	Samuel P. Stiles .	Methodist.....	U. States ...	Carradoc ...	Age & Infirmary	72	40	1 0 0	30 0 0
75	M. Kineborough .	Ch. England.	Ireland	Ernestown.	Age & Infirmary	76	31	1 0 0	23 5 0
76	Dead.								
77	Arch'd Campbell.	Presbyterian.	Scotland ...	Charlotten- burgh.	Age & Infirmary	73	7	1 0 0	5 5 0
78	Wm. Foster.....		Ireland	Elizabeth- town.	See Abstract ...	56	22	23 10 0	41 5 0
79	Wm. Glasford.....	W. Methodist	Canada	Gloucester .	See Abstract ...	46	18½	20 0 0	34 13 9
80	John Hoyt	Baptist	U. States ...	Haldimand.	Age & Infirmary	83	25	26 10 0	46 17 6
81	Wm. Powers	W. Methodist	Canada	Camden.....	See Abstract ...	57	30	31 10 0	56 5 0
82	John Vert	Presbyterian.	Scotland ...	Albion	See Abstract ...	46	21½	22 10 0	32 5 0
83	Wm. Benson	Sec'nd Advent	Scotland ...	Dunwich ...	See Abstract ...	59	23	22 0 0	34 10 0
84	Wm. Kearns	Ch. England.	Ireland	Augusta ...	Age & Infirmary	64	25	1 0 0	18 7 6
85	D. McKenzie	Presbyterian.	Scotland ...	Westmins'r	Diseased Lungs	57	20	1 0 0	15 0 0
86	James Leys	Ch. Scotland.	Scotland ...	Goderich ...	See Abstract ...	64	17	16 0 0	25 10 0
87	John Healy	Methodist ...	Scotland ...	Harwich ..	Age & Infirmary	67	26	25 0 0	39 0 0
88	Hector McRae ...	Ch. Scotland .	Scotland ...	Charlotten- burgh.	See Abstract ...	60	20	21 0 0	30 0 0
88	Wm. Campbell ...	W. Methodist	Ireland	Marysburgh	Age & Infirmary	71	30	31 0 0	45 0 0
90	J. Carruthers	U. Presbyte'n	Scotland ...	City of Ha- milton.	Age & Infirmary	71	24	25 10 0	45 0 0

COMMON SCHOOL TEACHERS.

PART II.—Table C.—(Continued.)

No.	For the Year.	Abstract of Case.	Certificates signed by
60	1856 ...	Commenced in Ireland in 1817, and in Upper Canada in 1833. Taught 19 years in Durham and Peterboro'.	Rev. W. Hooper; T. Ray, M. D.; E. Ingram; J. Tate.
61	1856 ...	Commenced in Scotland in 1813, where he taught 20 years. Commenced in Upper Canada in 1837, and taught School in Goderich 17 years.	Rev. A. McKid; Dr. Cole; G. Elliott, J. P., and others.
62	1856 ...	Commenced in 1830, and taught 20 years in the County of Prescott.	Col. J. Kearnes, J. P.; D. O'Neill; J. Hagar, J. P.; T. H. Johnson, J. P.
64	1856 ...	Commenced in Ireland 1823, and in U. C. 1832. Taught in Welland, Middlesex, Cornwall, Drummond and Oakville 21 years. Afflicted with paralysis.	Rev. T. Creen; H. Hanson, M. D.; Rev. A. Mortimer; J. B. Strathy; W. Elliot; W. Miller; S. A. Scoon.
65	1856 ...	Commenced in 1831, and taught for 20 years in Stormont and Glengarry. Chronic inflammation of the eyes unfits him for duty.	R. McDonald, M. D.; B. G. French; A. Johnston, J. P.; J. Aitken; W. Poley; A. E. McDonald; S. Sheets.
66	1856 ...	Commenced in Ireland in 1813, and in U. C. 1836. Taught 18 years in Lanark, Leeds and Grenville.	Rev. J. McMorine; Rev. J. Pyne; Rev. J. Padfield; Rev. A. Mann; A. Fowler, M. D.; J. Shaw, M. P., &c. &c.
68	1856 ...	Commenced in 1823, and has taught 25 years in County of Stormont.	Rev. G. A. Hay; W. H. Wagner, M. D.; W. McIntosh, J. P.; D. Chisholm, J. P.; J. Archibald, J. P.; O. Pugh, J. P., &c. &c.
69	1856 ...	Commenced in Ireland in 1823, and in U. C. in 1830. Has taught in the County of Leeds 24½ years.	Rev. J. H. Andrews; B. R. Church, M. D.; S. Soper, J. P.; R. W. Ferguson; J. A. Brown.
70	1856 ...	Commenced in 1829 and ceased in 1846. Has taught in Perth, Smith's Falls and Kitley, 16 years.	Rev. M. Harris; J. A. Ichison, M. D.; Rev. J. Padfield; C. H. Scribe; E. S. Weeks.
71	1856 ...	Commenced in 1821, and has taught in Hawkesbury 23½ years.	Rev. W. Abbott; W. Erving, M. D.; Rev. W. Mair; Rev. J. T. Byrne; J. Hamilton, J. P.; H. Lough, J. P., &c.
72	1856 ...	Commenced in 1812 and ceased 1847. Taught 3 years in U. S. and 22 in P. Edward and Northumberland.	J. W. Cryderman, J. P.; P. Gross, M. D.; J. P. Powers, M. D.; J. A. Keeler, J. P.
73	1856 ...	Commenced in 1807 and ceased in 1849. Taught 10 years in Scotland and 16 in Glengarry.	Rev. T. McPherson; J. Sterling, A. M. & M. D.; John McLennan, J. P., and others.
74	1856 ...	Commenced in Delaware 1803, and ceased 1854. Taught 40 years in Middlesex.	Rev. R. Flood; G. Rillington, M. D.; Elijah Gregory; E. Handy, &c.
75	1856 ...	Commenced in 1817 and ceased in 1850. Taught in Frontenac and Addington 31 years.	Ven. Archdeacon Stuart; H. Yates, M. D.; D. P. Yeomans, M. D.; S. Clark, J. P.; M. Palmer, J. P., &c.
77	1856 ...	Has taught 57 years. 50 years in Lower Canada, and 7 in U. C. under appointment of Sir J. Craig.	Rev. T. McPherson; J. Grant, M. D.; W. Macrae, J. P.; Col. Marchand; J. Delagrave, Mayor, &c.
78	1856 ...	Has taught 22 years in the Counties of Leeds and Grenville. Paralysis of the bladder incapacitates him.	R. Edmonson, M. D.; Rev. W. Smart; W. Bluell.
79	1855-56	Has been a teacher 24 years. Has taught 18½ years in Townships Charlottenburgh, Cornwall, Gloucester, Nepean and Montague. Is epileptic.	J. Grant, M. D.; G. Archibald; Rev. T. Wardrope; J. Pringle.
80	1855-56	Commenced teaching in 1818, ceased in 1845. Taught 25 years in Counties of Northumberland, Prince Edward and Hastings.	J. O. Powers, M. D.; H. Jones; H. Meade; Rev. J. Webster; J. W. Cryderman, J. P.
81	1855-56	Taught school in the Township of Marysborough 25 years and in Camden East 5 years. Has hip joint disease and bad sight.	Allen Ruttan, M. D.; J. Harrison; J. Lane, J. P.; Rev. G. Miller; S. Hayden.
82	1855-56	Commenced in Scarborough in 1834, and taught in York, Ontario and Peel 21½ years. Lungs much diseased.	The Lord Bishop of Toronto; Rev. J. Jennings, D.D.; Rev. J. C. Geikie; H. Warbrick; J. S. Robinson, M. D.
83	1856 ...	Commenced in 1833, and has taught 23 years in the Townships of Dunwich and Southwold. Is paralytic.	R. W. Travers, M. D.; Rev. D. Campbell; T. McColl, Local Supt.; J. Hidden, Trustee; Major Willey, J. P.
84	1856 ...	Commenced 1822. Taught 25 years in Counties Stormont, Dundas and Glengarry.	Rev. D. Mouro; W. D. Scott, M. D.; J. W. Ridley, Supt.; D. Berging, M. D.; E. Ross, Supt.; W. Fraser, Supt.
85	1856 ...	Commenced in 1819, and has taught 20 years in Middlesex, Elgin and Oxford, and 9 years previously in Scotland.	Rev. M. Burnham; G. Southwick, M. D.; H. W. McIntyre, J. P.; J. Strathy, Supt., and others.
86	1856 ...	Commenced in 1833, and has taught 17 years in Saltfleet and Sombra, and Counties Huron and Bruce. Has chronic rheumatism.	M. Hamilton, M. D.; Rev. R. F. Campbell; J. Nairn; W. Johnston; Jas. Watson.
87	1856 ...	Commenced in 1811, and has taught 26 years in Grenville, Leeds, Frontenac and Dundas.	W. W. Howard, M. D.; H. P. Washbourn; Thos. Sheffield; E. Green.
88	1856 ...	Commenced in 1829, and has taught 20 years in the Townships of Lancaster and Charlottenburgh. Has chronic disease of bowels.	Chas. Mallery, M. D.; Elders McDonnell, McLennan, Grant, Campbell; Hon. J. Sandfield McDonald, M. P.
89	1856 ...	Commenced in Ireland in 1809, and in Fredericksburgh, U. C., in 1822. Taught 30 years and ceased 1856.	Rev. W. McFadden; Rev. J. C. Slater; T. Moore, M. D.; P. Gross, M. D.; Capt. D. Hutchinson; J. Ellis, Senior, A. Ham.
90	1855-56	Commenced in Township of York in 1824, and taught with the exception of 5 years till 1853.	Rev. R. Burnet; W. L. Billings, M. D.; A. Wright, M. D.; C. O. Connell; R. Brown, J. P.; P. Lawrence, J. P.; H. Beasley.

PART II.—Table O.—(Continued.)

THE SUPERANNUATED

	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1856.	Years of teaching in U. C.	Subscription.	Pension.
								£ s. d.	£ s. d.
91	Alex. Cowan.....	Presbyterian.	Scotland ...	Hillier	Age & Infirmary	72	27	28 10 0	50 12 6
92	Emily Cozens	Rom. Catholic	U. Canada .	Town of Cornwall.	See Abstract ...	51	27	28 0 0	40 10 0
93	Wm. Dermott.....	Ch. England...	Ireland	Portland ...	See Abstract ...	58	13	14 0 0	19 10 0
94	Jas. E. Durick ...	Ch. England...	Ireland	Fenelon.....	Age & Infirmary	67	30	31 10 0	56 5 0
95	Hugh Hagan	Rom. Catholic	Ireland	Nepean	Age & Infirmary	38	18½	19 10 0	27 15 0
96	Walter Hick	Ch. England...	England ...	Richmond .	Age & blindness	68	25	26 10 0	46 17 6
97	J. Higginbotham	Ch. England...	Ireland	Elmsley N.	Age & Infirmary	65	22	25 0 0	33 0 0
98	J. B. Hingston ...	Ch. England...	Ireland	Trafalgar ...	Age & Infirmary	63	24	25 0 0	36 0 0
99	T. Jones	Ch. England...	England ...	Sandwich...	Age & Infirmary	62	24	25 0 0	36 0 0
100	W. H. King.....	Christian Disciple.	Ireland	Whitchurch	Age & Infirmary	72	19½	21 0 0	36 11 3
101	Wm. Leonard.....	Ch. England...	Ireland	Innisfil	Age & Infirmary	71	13	14 0 0	19 10 0
102	R. McDonald	F. Presbyterian	Scotland ...	Charlottenburgh.	See Abstract ...	56	17	18 10 0	31 17 6
103	Thos. Mordue.....	Ch. England...	England ...	Brantford...	Age & Infirmary	70	19	20 0 0	28 10 0
104	Samuel Peterson	Episcopal Methodist.	U. Canada .	Elizabethtown.	See Abstract ...	51	17	18 10 0	31 17 6
105	Benj. Spillsbury...	Ch. England...	England ...	Gosfield.....	Age & Infirmary	68	10½	11 10 0	15 15 0
106	R. Williams.....	Ch. England...	Ireland	Lancaster...	Age & Infirmary	61	14½	15 10 0	21 15 0
107	Daniel Wing	W. Methodist	U. Canada .	Lansdowne.	See Abstract ...	53	26	27 0 0	39 0 0
108	Wm. Taylor.....	Ch. England .	U. Canada .	Mariposa ...	Age & Infirmary	70	31	33 0 0	46 10 0
109	Wm. Kane	Ch. England .	Ireland	Etobicoke...	Age & Infirmary	74	36	37 0 0	54 0 0
110	Matt. Devereux'...	Ch. Scotland .	Ireland	Charlottenburgh.	Age & Infirmary	59	23	24 0 0	34 10 0
111	Michael O'Kane...	Rom. Catholic	Ireland	Winchester.	Age & Infirmary	64	20½	21 10 0	30 15 0
112	T. Q. Clendennan	Ch. England .	U. Canada .	Louth	Chronic Bronchitis.	53	24	25 0 0	36 0 0
113	Neil McKinnon ...	F. Presbyterian	Scotland ...	Murray	Age & Infirmary	64	21	22 0 0	31 10 0
114	Alex. Jenkins.....	Ch. England .	Ireland	Whitby.....	Age & Infirmary	62	18	19 0 0	27 9 0
115	Isab. Kennedy ...	Ch. Scotland .	Scotland ...	Charlottenburgh.	See Abstract ...	54	22	23 0 0	33 0 0
116	Henry Livesley ...	Protestant ...	England ...	Woodhouse.	Age & Infirmary	70	22	... ..	... ..
117	William Millar ...	.....	L. Canada...	Leeds.....	Age & Infirmary	70¾	7	... ..	... ..
118	Robert Beattie ...	Presbyterian.	Scotland ...	Pelham	Age & Infirmary	61	20½	... ..	... ..
119	John L. Biggar ...	Ch. Scotland .	Scotland ...	Brantford...	Age & Infirmary	64	25	... ..	... ..
120	William Corry ...	Ch. England .	England ...	Derby	Age & Infirmary	66	17	... ..	... ..

COMMON SCHOOL TEACHERS.

PART II.—Table O.—(Continued.)

No.	For the Year.	Abstract of Case.	Certificates Signed by
91	1855-56	Commenced in Adolphustown, U. C., 1819. Taught 27 years and ceased 1850.	O. C. Wood, M. D.; A. McFane, J. P.; J. T. Lane, J. P.; Charles L. Wood.
92	1856 ...	Commenced in Cornwall, U. C., 1827. Taught continuously till August, 1855, when her defective eyesight obliged her to cease.	Rev. C. Poole; Rev. G. A. Hay; R. McDonald, M. D.; A. Blackwell, M. D.; A. McLean; J. Pringle; J. McDonald, J. P., &c.
93	1856 ...	Commenced in Ireland, 1814, and in U. C. 1842, and taught till November, 1855. Has been a teacher 43 years. Deafness and debility.	Rev. R. Rodgers; H. Yates, M. D.; J. W. Cooper, L. S.; R. V. Henderson; C. C. Johnson, L. S.; J. Strachan, L. S.; G. Rutledge, L. S. &c.
94	1856 ...	Commenced in Township of Lansdowne in 1824, and taught 30 years till 1854. Is afflicted with irreducible <i>hernia</i> .	Rev. R. Garrett; J. Fidler, M. D.; M. Cowen, J. P.; J. Scmpter; J. Gibbs; D. Spence; D. Graham; D. Brown, &c.
95	1856 ...	Commenced in Ireland 1803, in U. C. 1837. Taught 16 years in Ireland, 16 in Lower Canada, 18 in Upper Canada, and is now quite worn out.	Rev. S. S. Strong, D.D.; Rev. D. Dandmand; J. E. Sewell, M. D.; J. Cox; J. Joynt; A. Workman; Hon. H. Pinhey; J. Egan, M. P.; John Supple, M. P.; and A. Yielding, M. P.
96	1855-56	Commenced in Fredericksburgh in 1830, and taught in U. C. ever since.	Rev. P. Shirley; T. Chamberlain, M. D.; J. Benson, J. P.; R. Esson, J. P.; L. Sharp &c.
97	1856 ...	Commenced in Bathurst, U. C., 1832, and has taught 22 years in Bathurst, Elmsley and Sherbrooke.	Rev. J. B. Worrell; J. S. Nichol, M. D.; M. Harris; J. A. Murdoch, M. McCormick; A. Bain; M. Fisher; J. Bradford, &c.
98	1856 ...	Commenced in Trafalgar 1831. Taught in Trafalgar, Esquesing and Toronto 24 years. Is troubled with chronic rheumatism and liver complaint.	Rev. W. Willoughby; C. O. Counsell; J. Barnhart, M. D.; D. Frazer, L. S., &c.
99	1856 ...	Commenced in England 1815, and in Etobicoke, U. C., 1831. Ceased December, 1855.	Rev. T. Elliott; Rev. E. H. Dewar; A. R. Dewson, M. D.; C. Elliot; D. McArthur; G. Patterson, &c.
100	1855-56	Commenced in Chinguacousy 1834, and has taught in the Counties of York, Peel & Simcoe 19½ years. Ceased 1853.	Rev. W. Willoughby; W. B. Geikie, M. D.; J. Barnhart, Jr., M. D.; A. Pass, M. D., &c.
101	1856 ...	Commenced in Ireland 1809. Taught in Lower Canada 9 years, and 13 years in U. C., in York, Ontario and Simcoe from 1843.	Rev. W. S. Darling; A. Pass, M. D.; F. S. Dillon, M. A.; Rev. J. Fletcher, L. S.; T. Drury; A. Gaviller, &c.
102	1855-56	Commenced in Charlottenburgh 1831. Taught 17 years in Glengarry and Stormont. Ceased 1852. Constipation and lameness incapacitate him.	Rev. H. Urquhart; J. Grant, M. D.; A. Frazer; W. N. Frazer, L. S.; N. Eastman, L. S.; J. Pringle, &c.
102	1856 ...	Commenced in England 1813, and in Canada 1836. Taught in Brantford and Onondaga 19½ years and ceased 1855.	Rev. A. A. Drummond; A. Digby, M. D.; W. Westlake; J. Watson; A. Misner; M. File, &c.
104	1855-56	Commenced in Kitley 1829; taught 17 years and ceased 1853. Is afflicted with palsy.	Rev. F. Tremayne; Rev. J. W. German; Rev. D. Wilson; B. R. Church, M. D.; J. A. Brown, L. S. &c.
105	1856 ...	Commenced in L. C. 1818, and in U. C. 1845. Taught till 1855 in Gosfield, Raleigh and Tilbury East.	J. King, L. S.; G. Coatesworth, M. D.; T. Marlatt; J. Russell; J. P. Hughson; J. Rae; J. Simons, &c.
106	1856 ...	Commenced in Ireland 1820, and in U. C. 1837. Taught 14 years and ceased 1856. Suffering from asthma.	Rev. T. McPherson; A. Beaty, M. D.; L. McLennan; G. Cameron; J. Craig; P. Grant, &c.
107	1856 ...	Commenced in Bastard 1829, and taught continuously till 1855. Health much disordered.	H. P. Washburn, L. S.; T. Sheffield, J. P.; W. W. Howard, M. D.; T. Reynolds, M. D.; P. Schofield, M. D., &c.
108	1856 ...	Commenced in Township of Sidney 1824, and ceased 31st December, 1855.	James McPherson, J. P.; C. T. Noble, M. D.;
109	1856 ...	Commenced in Township of Kingston 1819, and ceased in Saltfleet 1855.	Rev. T. Green; W. Gamble, J. P.; J. Thornburn, M. D.; J. G. Stevenson, J. P.; G. Cheyne, L. S.; Rev. J. Porteous, L. S.; D. Lewis, J. P., &c.
110	1856 ...	Commenced in Charlottenburgh 1832, and ceased October, 1855, having taught 23 years in Glengarry.	Rev. P. McVicar; J. Grant, M. D.; Angus McDonnell, Supt.; James Pringle, et al.
111	1856 ...	Commenced in Ireland 1820, and in U. C. 1833, and taught in County of Glengarry till December, 1855, except two years.	Rev. W. Loghead; Rev. B. Coyle; J. Pringle; J. J. Ker, L. S.; D. Æ. McDonnell, &c.
112	1856 ...	Commenced in Louth, 1826, and ceased in Clinton, 1850.	P. Gregory, L. S.; Rev. W. Hewson, L. S.; T. R. Graham, M. D.
113	1856 ...	Commenced in Township of Charlottenburgh, 1829, and previously in Scotland, 1811, where he taught 11 years. Has congestion of brain.	Rev. J. A. Thompson; E. W. Meyers, J. P.; S. Cooley, J. P.; W. H. Fox, J. P., &c.
114	1856 ...	Commenced in Gore of Toronto, 1838, ceased 31st Dec., 1855.	Rev. R. H. Thornton; W. T. Boate, L. S.; D. Coate, M. D.; G. W. Tempest, M. D.
115	1856 ...	Commenced in Scotland, 1820, and U. C. 1833, and taught No. 9, Charlottenburgh, 22 years, ceased 9th December, 1855. Incapacitated by rheumatism, debility, &c.	Rev. F. McPherson; Rev. J. McLaurin; Rev. D. Clarke; Hon. J. S. McDonald, M. P., &c.
116	Payable in 1857.	Commenced in Raleigh, 1834, and taught till 22nd Sept. 1856, ceased at Rainham.	Rev. A. Ferrier, D. D.; J. B. Culver, M. D.; Judge Salmon, Sheriff Rapelje.
117	Do	Commenced in Quebec, 1808, and taught till 1833. Commenced in Osnabruck, 1841, and has taught 7 years in U. C., Leeds and Grenville.	Rev. W. Smart; Rev. C. Turner; T. G. Dowsley, M. D.; R. McCrum, M. D.; Jeffrey Hale, &c.
118	Do	Commenced in Scotland, 1831, and in Queenston, U. C., 1833, and taught in Niagara District 20½ years.	Rev. J. B. Mowat, Supt.; David Thornburn; D. Deverardo; J. McKinlay.
119	Do	Commenced in Township of London, C. W., 1825, and taught in Counties Middlesex, Elgin, Brant and Haldimand 25 years.	Rev. E. R. Simson; Rev. G. Goodson; Rev. E. Greig; J. Skinner, M. D.; A. Crooks, J. P.; H. Phelps; J. P.; A. R. Smith, J. P.; H. Biggar, J. P., &c.
120	Do	Commenced in L. C., 1817, and in U. C., Township of Toronto, 1835. Taught in York, Ontario and Peel 17 years.	Rev. J. Porteous; Allan Cameron, M. D.; C. Ayling, M. D.

PART II.—Table O.—(Continued.) THE SUPERANNUATED

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1856.	Years of teaching in U. C.	Subscription.	Pension.
								£ s. d.	£ s. d.
121	Marianne Ed- erington.	Ch. England.	Ireland	Goulbourn.	See Abstract ...	45	20	... ..	... ..
122	Peter Fitzpatrick	Rom. Catholic	Ireland	Douro	Age & Infirmary	64	23	... ..	... ..
123	James Guthrie ...	Presbyterian.	Scotland ...	Darling	Age & Infirmary	65	14	... ..	... ..
124	Matt. Hancock...	Ch. England.	Ireland	Emily	Age & Infirmary	69	32	... ..	... ..
125	Woodus Johnson.	Ch. England.	England ...	Nepean	Age & Infirmary	63	19	... ..	... ..
126	James Kehoe	Rom. Catholic	Ireland	Crosby N....	See Abstract ...	54	19	... ..	... ..
127	William Leahy ...	Rom. Catholic	Ireland	Douro	Age & Infirmary	67	12	... ..	... ..
128	James McQueen .	Presbyterian.	Scotland ...	Nichol	See Abstract ...	49	22½	... ..	... ..
129	John Miskelly.....	Ch. England.	Ireland	Wolford ...	Age & Infirmary	58	12½	... ..	... ..
130	Wm. McIver	Rom. Catholic	Ireland	Whitchurch	Age & Infirmary	67	16	... ..	... ..
131	Patrick Wood.....	Ch. England.	Ireland	Smith	Age & Infirmary	65	16	... ..	... ..
132	Nicholas Fagan ...	Ch. England.	Ireland	Maryburgh.	Age & Infirmary	62	13	... ..	... ..
133	James C. Hay.....	U. Presbyte'n	Scotland ...	Wainfleet...	Age & Infirmary	59	16	... ..	... ..
134	James McCabe ...	Rom. Catholic	Ireland	ThurLOW ...	Age & Infirmary	70	33	... ..	... ..
135	Andrew Power ...	Rom. Catholic	Ireland	Whitchurch	See Abstract ...	38	17	... ..	... ..
136	James Ramsay ...	Congregation- alist.	U. Canada...	Blenheim...	See Abstract ...	51	17	... ..	... ..
137	Catherine Snyder	Episcopalian.	U. Canada..	Osnabruck .	See Abstract ...	47	18	... ..	... ..
								£906 10 0	£2499 0 0

GENERAL

COUNTIES IN WHICH SUPERANNUATED TEACHERS RESIDE.

13 in Glengarry.	2 in Peel.
7 " Stormont.	3 " Simcoe.
4 " Dundas.	3 " Wentworth.
4 " Prescott.	1 " Halton.
5 " Carleton.	2 " Brant.
9 " Grenville.	2 " Lincoln.
10 " Leeds.	3 " Welland.
13 " Lanark.	1 " Norfolk.
2 " Renfrew.	1 " Oxford.
3 " Frontenac.	3 " Wellington.
3 " Addington.	1 " Grey.
1 " Lennox.	3 " Huron.
3 " Prince Edward	3 " Middlesex.
2 " Hastings.	2 " Elgin.
4 " Northumberland.	4 " Kent.
5 " Peterboro'.	3 " Essex.
4 " Victoria.	
2 " Ontario.	137
6 " York.	

COMMON SCHOOL TEACHERS.

PART II.—Table O.—(Continued.)

No.	For the year.	Abstract of Case.	Certificates signed by
121	Payable in 1857.	Commenced in Nepean, 1836, and taught in Carleton and Grenville 20 years till 17th Dec., 1856. Nervous debility, dyspepsia and asthma, oblige her to desist.	Rev. C. P. Pettit, Supt.; Rev. J. Flood; Rev. E. Morris; F. Codd, M. D.; D. Chambers, M.D.; Judge Armstrong; Jos. Hinton, Warden, &c.
122	Do	Commenced in Ireland, 1810. and Brockville, U. C., 1832. Taught in Brockville, Cavan, Peterborough and Dummer, till 30th Dec., 1856, besides 22 years previously in Ireland.	T. Reynolds, M. D.; S. Reynolds, J. P.; W. Eastland, J. P.; M. Lavell, M.D.; T. Bradburn; John Kennedy, J. P.
123	Do	Commenced in Darling, 1843, and taught 2 schools in that township only.	Rev. T. Frazer; A. Munro, M. D.; J. Murdoch, Supt.; D. H. Mann; H. Mair; P. Guthrie, Reeve; W. Scott, J. P.
124	Do	Commenced in Township of Emily, 1835, and taught in Cavan, Emily and Manvers till 31st Dec., 1856.	Rev. W. Logan; Rev. R. Harding; Rev. E. Burnham; M. Howes, M. D.; J. Troas, M. D.; W. Cottingham, Warden, &c.
125	Do	Commenced in L. C., 1833, and in U. C., 1837. Taught in Nepean, March. Gloucester and Goulbourn, 19 years.	Rev. J. Flood; Rev. J. Godfrey; H. Hill, M. D.; F. W. Richardson, J. P., &c.
126	Do	Commenced in Ireland, 1825, and in U. C. 1835. Taught in Leeds, Grenville and Frontenac, 19 years. Disease of the eye incapacitates him.	Rev. J. P. Foley; W. W. Howard, M. D.; Benj. Tett, J. P.; W. Whelan, J. P.; Jos. M. Taggart, J. P.; Wm. Taylor.
127	Do	Commenced in Township of Huntingdon, 1844, and taught in Counties of Hastings and Peterborough till 31st Dec., 1856.	Rev. R. McKey; Amos McCrea, M. D.; W. L. Conger, M. P.; Jas. Hogan, Reeve; T. Short, &c.
128	Do	Commenced in Trafalgar, 1834. Taught there 1½ years, and S. S. No. 1, Nichol, 21 years. Disease of the heart, &c., incapacitates him.	Rev. G. Smillie; W. Mutch, M. D.; J. Finlayson, M. D.; J. Cadenhead, Supt.; A. D. Fordyce, Supt.; A. D. Ferrier, J. P.
129	Do	Commenced in Ireland, 1817, and in Township of Wolford, 1843. Taught in Wolford, Elizabethtown and Augusta, 12½ years.	Rev. R. Brewster; R. Waugh, Supt.; B. R. Church, M. D.
130	Do	Commenced in Ireland, 1809, and in County of Prescott, 1834. Taught in Counties of Prescott, Grenville and York, 16 years.	Rev. A. Andrews; Rev. J. Hammett; A. C. Lloyd, M. D.
131	Do	Commenced in 1816, and in U. C. Township of Smith, 1830, and has taught in that township 16 years.	Rev. Mark Burnham; Asa A. Burnham; Walter Sheridan; E. Roberts, Supt.; Dr. Lavell.
132	Do	Commenced in Ireland, 1836, and in U. C. 1839. Taught in County of Prince Edward till 6th April, 1852.	D. B. Stevenson, M. P.; H. Vaudusen, J. P.; T. Wellbank, J. P.; T. Moore, M. D.
133	Do	Commenced in Scotland, 1815, and in Township of Clinton, U. C., 1840. Taught 16 years in Counties of Lincoln, Halton, Haldimand and Welland.	G. Robertson, Supt.; W. Dunn, J. P.; J. Frazer, M. D.
134	Do	Commenced in 1812, and in U. C. 1821. Taught in Counties of Hastings, &c., for 33 years.	Rev. J. Grier; Rev. W. Legg; F. McAnnany; H. Hope, M. D.; J. Ridley, M. D.
135	Do	Commenced in Ireland, 1834, and in Whitechurch, U. C., 1840. Taught till 31st Dec., 1856, in same Township.	Rev. S. F. Ramsey; Jos. Hartman, M. P., T. Pyne, M. D.
136	Do	Commenced in Township of Stamford, 1830, and taught in Welland, Oxford and Brant, 17 years. Constitution entirely broken up.	Rev. David Carr; L. McCosh, M. D., &c.
137	Do	Commenced in Township of Osnabruck, 1838. Taught there and in Cornwall till 24th Dec., 1856. Palpitation of the heart incapacitates her.	Rev. Matthew Ker; W. H. Wagner, M. D., Henry Shaver, J. P.

ABSTRACT.

RELIGIOUS DENOMINATIONS.		NATIVES OF	
Church of England	45	Ireland	62
Presbyterian	26	Scotland.....	44
Church of Rome.....	18	England.....	13
Church of Scotland	16	Upper Canada.....	11
Methodist.....	12	United States	4
Baptist	4	Lower Canada.....	3
Congregationalist	3		
Protestant	2		137
Universalist.....	1		
Society of Friends.....	1		
Christian Disciple	1	Total subscription in 1856	£ 906 10 0
Second Advent	1	Total pensions paid in 1856	2499 0 0
Not given	7		
	137		

The average length of service as Common School Teachers in Upper Canada is 22 years.
The average age of each pensioner is 65 years.
There are 131 Males, and 6 Females.

PART II.—Table P.

THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANTS BY THE EDUCATIONAL DEPARTMENT, TOGETHER

THE MUNICIPALITIES OF UPPER CANADA.		AMOUNT OF LEGISLATIVE AID.						Total Legislative aid, 1856.
		For Common School purposes.*	For Grammar School purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superan- nuated Teachers.	
Counties.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Glengarry	573 0 9	104 0 0			5 10 0	164 5 0	846 15 9
2	Stormont	377 2 5				10 10 0	43 7 6	435 19 11
3	Dundas	420 13 9	100 0 0		20 0 0		35 0 0	575 13 9
4	Prescott	338 3 11	175 0 0	2 10 0		5 10 0	59 11 4	580 15 3
5	Russell	120 0 6		50 0 0		27 5 0		197 5 6
6	Carleton	691 7 11	60 0 0	20 0 0	12 0 0		22 18 9	806 6 8
7	Grenville	554 10 3	70 0 0	5 0 0	7 10 0	5 10 0	120 17 6	763 7 9
8	Leeds	789 1 5	49 0 0	21 7 0	8 0 0	14 10 0	88 17 6	970 15 11
9	Lanark	662 11 5	80 0 0	95 0 0	25 0 0	9 5 0	162 7 6	1034 3 11
10	Renfrew	275 5 7		17 5 0	42 10 0		31 15 0	366 15 7
11	Frontenac	513 11 7				11 0 0	35 15 0	560 6 7
12	Addington	407 9 4	150 0 0			5 10 0	54 7 6	617 6 10
13	Lennox	179 10 9				16 10 0	20 7 6	216 8 3
14	Prince Edward	456 15 3	70 0 0			15 15 0	36 2 6	578 12 9
15	Hastings	780 0 4			12 10 0	5 5 0	23 0 0	820 15 4
16	Northumberland	755 18 1	37 0 0	5 10 0		5 10 0	66 17 6	870 15 7
17	Durham	753 0 9				21 15 0		779 15 9
18	Peterborough	409 19 1	60 0 0	5 10 10			38 6 2	503 16 1
19	Victoria	382 10 5		17 10 0	12 10 0	16 10 0	51 10 0	480 10 5
20	Ontario	776 16 3		7 3 9	10 0 0	21 0 0	8 0 0	823 3 0
21	York	1428 0 4	229 0 0	56 6 3	10 0 0	67 5 0	58 13 9	1849 5 4
22	Peel	600 6 6	104 0 0			23 10 0	22 5 0	755 1 6
23	Simcoe	808 17 11	10 0 0	30 0 0	17 10 0	5 5 0	33 10 0	905 2 11
24	Halton	474 12 2	150 0 0	11 0 0		10 15 0	11 0 0	657 7 2
25	Wentworth	615 8 1	80 0 0	8 5 0			21 10 0	725 3 1
26	Brant	455 11 3		15 0 0		43 0 0	8 10 0	522 1 3
27	Lincoln	453 14 3	70 0 0			16 10 0	11 0 0	551 4 3
28	Welland	464 9 5		2 0 0		27 5 0	14 15 0	508 9 5
29	Haldimand	504 15 4		127 15 0		11 0 0		643 10 4
30	Norfolk	602 16 6				5 5 0		608 1 6
31	Oxford	844 3 2		40 0 0		10 15 0		894 18 2
32	Waterloo	755 8 8		21 10 0				776 18 8
33	Wellington	785 16 3	100 0 0	8 5 0		27 10 0	12 10 0	934 1 3
34	Grey	403 7 9		50 0 0	42 10 0	11 0 0		506 17 9
35	Perth	584 0 11						584 0 11
36	Huron	707 3 6		20 5 0	25 0 0		35 5 0	787 13 6
37	Bruce	264 19 11						264 19 11
38	Middlesex	983 6 8		63 15 0		35 0 0	57 15 0	1144 16 8
39	Elgin	651 9 5				22 0 0	25 0 0	698 9 5
40	Kent	504 5 3		1 7 6	12 10 0	16 5 0	66 15 0	601 2 9
41	Lambton	433 5 5	150 0 0	77 10 0		16 0 0		676 15 5
42	Essex	454 16 10					15 5 0	470 1 10
Total		24003 5 3	1838 0 0	784 15 4	257 10 0	550 0 0	1462 0 0	28895 10 7

* Including the sums paid to Separate Schools.

SCHOOLS OF UPPER CANADA.

PART II.—Table P.

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &C.

AMOUNT RAISED FROM LOCAL SOURCES.							TOTAL.
AS AN EQUIVALENT.				Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources 1856.*	Grand total from Legislative and local sources, 1856.	
For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.				
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1 500 3 3	.....	5 0 0	505 3 3	1376 5 8	1881 8 11	2728 4 8
2 362 7 8	.....	7 0 0	369 7 8	1567 16 0	1937 4 4	2373 4 3
3 407 12 6	.....	.....	407 12 6	1990 6 5	2597 18 11	2993 12 8
4 465 6 3	2 10 0	3 0 0	470 16 3	1150 19 9	1621 16 0	2202 11 3	
5 128 9 7	50 0 0	1 0 0	179 9 7	301 18 11	481 8 6	678 14 0	
6 698 4 3	20 0 0	2 0 0	720 4 3	3167 3 2	3887 7 5	4693 14 1	
7 539 5 6	5 0 0	6 0 0	550 5 6	2183 13 4	2753 18 10	3497 6 7	
8 785 3 9	21 7 0	10 10 0	817 0 9	4156 18 7	4973 19 4	5943 15 3	
9 683 11 3	95 0 0	13 0 0	791 11 3	4057 2 9	4848 14 0	5882 17 11	
10 280 3 0	17 5 0	.....	297 8 0	1569 6 4	1866 14 4	2233 9 11
11 525 0 0	.....	6 0 0	531 0 0	2296 0 1	2827 0 4	3387 5 8
12 235 0 0	.....	.....	235 0 0	2290 6 2	2525 6 1	3142 13 0
13 240 0 0	.....	.....	240 0 0	1190 8 6	1430 8 2	1646 16 9
14 593 0 0	.....	1 0 0	594 0 0	3542 17 0	4136 17 6	4716 9 9
15 772 5 6	.....	8 0 0	780 5 6	4427 4 1	5207 9 7	6028 4 11
16 758 13 8	5 10 0	1 0 0	765 3 8	6032 9 0	6797 12 7	7668 8 3	
17 810 5 6	.....	2 0 0	812 5 6	5941 1 0	6753 6 8	7533 2 1
18 541 19 11	5 10 10	2 0 0	549 10 9	3012 4 7	3561 15 4	4065 11 5	
19 398 19 10	17 10 0	3 0 0	419 9 10	2664 8 1	3083 17 11	3564 8 4	
20 699 7 7	7 3 9	10 0 0	716 11 4	6680 9 3	7397 0 7	8220 3 7	
21 1511 10 8	56 6 3	6 5 0	1574 1 11	11024 8 4	12598 10 3	14447 15 7	
22 600 6 8	.....	10 0 0	610 6 8	5855 11 3	6465 17 11	7220 19 5
23 789 9 10	30 6 0	12 0 0	831 9 10	6533 18 2	7365 8 0	8270 10 11	
24 581 2 10	11 0 0	4 0 0	596 2 10	5502 14 0	6098 16 10	6756 4 0	
25 658 2 10	8 5 0	8 0 0	674 7 10	5358 19 8	6033 7 6	6758 10 7	
26 490 6 11	15 0 0	2 0 0	507 6 11	4367 16 8	4875 3 7	5397 4 10	
27 520 8 0	.....	.....	520 8 0	3804 15 4	4325 3 4	4876 7 7
28 758 13 11	2 0 0	.....	760 13 11	4287 15 9	5048 9 8	5556 19 1
29 650 3 3	127 15 0	1 0 0	778 18 3	4859 7 11	5638 6 2	6281 16 6	
30 602 16 6	.....	.....	602 16 6	4364 12 4	4967 8 10	5575 10 4
31 871 19 3	40 0 0	3 0 0	914 19 3	7722 17 10	8637 17 1	9532 15 3	
32 739 8 3	21 10 0	1 0 0	761 18 3	6552 14 8	7315 12 11	8091 11 7	
33 910 0 0	8 5 0	3 0 0	921 5 0	5512 6 6	6133 11 6	7367 12 9	
34 682 14 1	50 0 0	2 0 0	734 14 1	3588 8 5	4323 2 6	4830 0 3	
35 562 0 3	.....	8 0 0	570 0 3	3131 19 5	3701 19 8	4286 0 7
36 704 3 6	20 5 0	1 0 0	725 8 6	4868 15 5	5594 3 11	6381 17 5	
37 209 13 11	.....	1 0 0	210 13 11	2564 3 6	2774 17 5	3039 17 4
38 908 12 1	68 15 0	1 0 0	978 7 1	8407 19 2	9386 6 3	10531 2 11	
39 660 9 1	.....	.....	660 9 1	6780 1 2	7440 10 3	8138 19 8
40 491 12 5	1 7 6	2 0 0	494 19 9	5651 1 1	6146 0 10	6747 3 7	
41 938 10 1	77 10 0	3 0 0	1019 0 1	4338 17 2	5357 17 3	6034 12 8	
42 460 19 1	.....	.....	466 19 1	2463 5 5	2930 4 6	3400 6 4
25734 2 3	784 15 4	148 15 0	26667 12 7	177141 8 6	203809 1 1	232704 11 8	

* This does not include the Salaries of Local Superintendents.

PART II.—Table P.—(Continued.)

THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANTS BY THE EDUCATIONAL DEPARTMENT, TOGETHER

THE MUNICIPALITIES OF UPPER CANADA.		AMOUNT OF LEGISLATIVE AID.						Total Legislative aid, 1856.
		For Common School purposes.	For Grammar School purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superan- nuated Teachers.	
<i>Cities.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Toronto	1410 10 0	256 0 0	.....	.....	110 10 0	.....	1777 0 0
2	Hamilton	444 0 0	100 0 0	.....	.....	42 10 0	19 10 0	606 0 0
3	Kingston.....	529 10 0	150 0 0	.....	.....	.....	.....	679 10 0
4	London	333 0 0	300 0 0	100 0 0	.....	15 0 0	.....	748 0 0
5	Ottawa.....	502 9 1	200 0 0	.....	.....	.....	.....	702 9 1
Total.....		3219 9 1	1006 0 0	100 0 0	.....	168 0 0	19 10 0	4512 19 1
<i>Towns.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Belleville	208 1 7	200 0 0	.....	.....	3 0 0	.....	411 1 7
2	Brantford	132 13 9	80 0 0	.....	.....	5 10 0	.....	218 3 9
3	Brockville	123 13 0	156 0 0	.....	.....	.....	41 10 0	321 3 0
4	Chatham.....	92 19 6	180 0 6	.....	.....	.....	.....	272 19 6
5	Cobourg	88 17 10	120 0 0	.....	.....	.....	.....	208 17 10
6	Cornwall.....	44 0 6	155 0 0	.....	.....	.....	26 10 0	225 10 6
7	Dundas	85 9 5	100 0 0	.....	.....	5 10 0	.....	190 19 5
8	Goderich.....	64 15 0	180 0 0	.....	.....	.....	.....	244 15 0
9	Guelph	127 1 0	160 0 0	.....	.....	.....	.....	287 1 0
10	Niagara	107 0 5	150 0 0	.....	.....	.....	27 10 0	284 10 5
11	Paris.....	64 8 0	100 0 0	.....	.....	.....	.....	164 8 0
12	Perth	55 15 0	150 0 0	.....	.....	5 10 0	15 10 0	226 15 0
13	Peterboro'	73 9 2	160 0 0	.....	.....	4 5 0	.....	242 14 2
14	Pictou	51 13 1	100 0 0	.....	.....	.....	.....	151 13 1
15	Port Hope	101 15 0	58 0 0	25 0 0	.....	.....	.....	184 15 0
16	Prescott	105 4 0	80 0 0	.....	.....	.....	.....	185 4 0
17	St. Catharines	128 4 1	100 0 0	.....	.....	.....	.....	228 4 1
18	Whitby	46 19 9	160 0 0	.....	.....	.....	.....	206 19 9
Total.....		1707 0 1	2389 0 0	25 0 0	.....	23 15 0	111 0 0	4255 15 1
<i>Town Municipalities.</i>		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Amherstburgh	89 18 0	.....	.....	.....	.....	.....	89 18 0
2	Barrie	52 17 8	160 0 0	.....	.....	.....	.....	212 17 8
3	Simcoe.....	48 2 0	180 0 0	6 5 0	.....	.....	.....	234 7 0
4	Woodstock.....	66 12 0	184 0 0	.....	.....	.....	.....	250 12 0
Total.....		257 9 8	524 0 0	6 5 0	.....	.....	.....	787 14 8

SCHOOLS OF UPPER CANADA.

PART II.—Table P.—(Continued.)

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

AMOUNT RAISED FROM LOCAL SOURCES.						TOTAL.
AS AN EQUIVALENT.				Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources 1856.	Grand total from Legislative and local sources, 1856.
For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1 5980 0 0	5980 0 0	3815 19 6	9795 19 6	11572 19 6
2 4582 16 9	4582 16 9	4966 2 7	9548 19 4	10154 19 4
3 900 0 0	900 0 0	674 14 1	1576 14 1	2256 4 1
4 2100 12 0	100 0 0	.....	2200 12 0	1334 9 8	3535 1 8	4283 1 8
5 947 17 8	947 17 8	1021 17 3	1969 14 11	2672 4 0
11511 6 5	100 0 0	.....	14611 6 5	11815 3 1	26426 9 6	30939 8 7
1 662 10 10	662 10 10	985 19 9	1648 10 7	2059 12 2
2 501 13 6	501 13 6	1234 3 3	1735 16 9	1954 0 6
3 811 5 0	811 5 0	1302 15 11	2114 0 11	2435 3 11
4 980 0 0	980 0 0	358 15 7	1368 15 7	1641 15 1
5 350 0 0	2 0 0	352 0 0	872 13 8	1224 13 8	1433 11 6
6 100 0 0	6 0 0	106 0 0	686 13 1	792 13 1	1018 3 7
7 150 0 0	150 0 0	593 7 6	743 7 6	934 6 11
8 553 15 0	1 0 0	554 15 0	428 15 5	983 10 5	1228 5 5
9 743 6 1	743 6 1	409 13 9	1152 19 10	1440 0 10
10 214 4 6	214 4 6	254 4 9	468 9 3	752 19 8
11 643 5 11	643 5 11	141 10 11	784 16 10	949 4 10
12 522 18 2	3 0 0	525 18 2	1038 14 8	1564 12 10	1791 7 10
13 250 0 0	250 0 0	2950 11 10	3204 11 10	3443 6 0
14 180 0 0	180 0 0	184 1 4	364 1 4	515 14 5
15 241 15 7	25 0 0	.....	266 15 7	858 15 2	1125 10 9	1310 5 9
16 169 0 0	169 0 0	411 8 0	580 8 0	765 12 0
17 700 0 0	700 0 0	685 8 4	1385 8 4	1613 12 5
18 700 0 0	700 0 0	713 1 1	1413 1 1	1620 0 10
8473 14 7	25 0 0	12 0 0	8510 14 7	14140 14 0	22651 8 7	26907 3 8
1 175 0 0	175 0 0	259 6 2	434 6 2	524 4 2
2 200 0 0	200 0 0	124 4 5	324 4 5	537 2 1
3 234 0 0	6 5 0	.....	240 5 0	232 10 2	472 15 2	707 2 2
4 460 0 0	460 0 0	811 10 10	1271 10 10	1522 2 10
1069 0 0	6 5 0	.....	1075 5 0	1427 11 7	2502 16 7	3290 11 3

PART II.—Table P.—(Continued.)

THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANTS BY THE EDUCATIONAL DEPARTMENT TOGETHER

THE MUNICIPALITIES OF UPPER CANADA.		AMOUNT OF LEGISLATIVE AID.						Total Legislative aid, 1856.
		For Common School purposes.	For Grammar School purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superan- nuated Teachers.	
	<i>Incorporated Villages.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Berlin	34 0 9	50 0 0	.....	.....	.....	.....	84 0 9
2	Bowmanville.....	50 17 6	80 0 0	.....	.....	10 15 0	.....	141 12 6
3	Brampton	26 12 9	104 0 0	.....	.....	.....	.....	130 12 9
4	Caledonia	24 4 9	.....	.....	.....	.....	.....	24 4 9
5	Chippewa	31 14 7	.....	.....	.....	.....	.....	31 14 7
6	Galt	64 2 1	140 0 0	.....	.....	.....	.....	204 2 1
7	Ingersoll.....	46 5 0	60 0 0	1 5 0	.....	.....	.....	107 10 0
8	Napanee	33 17 2	80 0 0	.....	.....	.....	.....	113 17 2
9	Oshawa	24 12 0	.....	.....	.....	.....	.....	24 12 0
10	Preston	30 19 9	.....	3 0 0	.....	.....	.....	33 19 9
11	St. Marys	29 19 5	.....	.....	.....	.....	.....	29 19 5
12	St. Thomas	39 17 4	100 0 0	.....	.....	.....	.....	139 17 4
13	Smith's Falls.....	30 10 7	40 0 0	.....	.....	.....	.....	70 10 7
14	Stratford.....	39 13 6	150 0 0	.....	.....	.....	.....	189 13 6
15	Thorold	53 15 6	.....	.....	.....	.....	.....	53 15 6
16	Trenton	33 6 0	.....	.....	.....	.....	.....	33 6 0
17	Windsor	29 19 5	.....	.....	.....	.....	.....	29 19 5
18	Vienna	25 1 4	100 0 0	.....	.....	.....	.....	125 1 4
19	Yorkville.....	32 7 6	.....	.....	.....	.....	.....	32 7 6
	Total.....	681 16 11	904 0 0	4 5 0	.....	10 15 0	.....	1600 16 11
1	Total Counties	24023 5 3	1838 0 0	784 15 4	257 10 0	550 0 0	1462 0 0	28895 10 7
2	“ Cities	3219 9 1	1006 0 0	100 0 0	.....	168 0 0	19 10 0	4512 19 1
3	“ Towns	1707 0 1	2389 0 0	25 0 0	.....	23 15 0	111 0 0	4255 15 1
4	“ Town Municipalities.	257 9 8	524 0 0	6 5 0	.....	.....	.....	787 14 8
5	“ Villages	681 16 11	904 0 0	4 5 0	.....	10 15 0	.....	1600 16 11
						for salaries & contingencies of Normal and Model Schools. 2895 8 2		2895 8 2
1	Grand Total 1856	29869 1 0	6661 0 0	920 5 4	257 10 0	3647 18 2	1592 10 0	42948 4 6
2	Grand Total 1855	25030 3 2	6549 16 0	1217 12 10	372 0 0	3083 2 9	1632 17 7	37885 12 4
1	Increase	4838 17 10	111 4 0	.....	.....	564 15 5	.....	5062 12 2
2	Decrease .....	.....	.....	297 7 6	114 10 0	.....	40 7 7	.....

SCHOOLS OF UPPER CANADA.

PART II.—Table P.—(Continued.)

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

AMOUNT RAISED FROM LOCAL SOURCES.							TOTAL.
AS AN EQUIVALENT.					Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources 1856.	Grand total from Legislative and local sources, 1856.
For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.				
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1 243 19 3	.....	.....	243 19 3	39 5 2	283 4 5	367 5 2
2 200 0 0	.....	.....	200 0 0	1650 1 4	1850 1 4	1991 13 10
3 519 3 9	.....	.....	519 3 9	222 0 2	741 3 11	871 16 8
4 285 0 0	.....	.....	285 0 0	80 5 2	365 5 2	389 9 11
5 260 17 11	.....	.....	260 17 11	102 7 11	363 5 10	395 0 5
6 453 1 4	.....	.....	453 1 4	4237 2 3	4690 3 7	4894 5 8
7 775 0 0	1 5 0	1 0 0	777 5 0	310 11 9	1087 16 9	1195 6 9	
8 140 18 10	.....	.....	140 18 10	221 11 6	362 10 4	476 7 6
9 150 0 0	.....	.....	150 0 0	1731 0 1	1881 0 1	1905 12 1
10 330 0 0	3 0 0	.....	333 0 0	185 15 11	518 15 11	552 15 8
11 130 0 0	.....	.....	130 0 0	15 3 11	145 3 11	175 3 4
12 275 0 0	.....	1 0 0	276 0 0	1464 13 9	1740 13 9	1880 11 1
13 120 0 0	.....	.....	120 0 0	227 15 5	347 15 5	418 6 0
14 89 13 6	.....	.....	89 13 6	680 6 11	770 0 5	959 13 11
15 150 0 0	.....	.....	150 0 0	77 16 3	227 16 3	281 11 9
16 33 6 0	.....	.....	33 6 0	123 2 6	156 8 6	189 14 6
17 270 1 11	.....	.....	270 1 11	.....	270 1 11	300 1 4
18 125 0 0	.....	.....	125 0 0	136 4 5	261 4 5	386 5 9
19 187 10 0	.....	.....	187 10 0	16 6 0	203 16 0	236 3 6
4738 12 6	4 5 0	2 0 0	4744 17 6	11521 10 5	16266 7 11	17867 4 10	
1 25734 2 3	784 15 4	148 15 0	26667 12 7	177141 8 6	203809 1 1	232704 11 8	
2 14511 6 5	100 0 0	.....	14611 6 5	11815 3 1	26426 9 6	30939 8 7
3 8473 14 7	25 0 0	12 0 0	8510 14 7	14140 14 2	22651 8 7	26907 3 8	
4 1069 0 0	6 5 0	.....	1075 5 0	1427 11 7	2502 16 7	3290 11 3
5 4738 12 6	4 5 0	2 0 0	4744 17 6	11521 10 5	16266 7 11	17867 4 10	
		deducted from pensions 906 10 0	906 10 0	Model School Fees, &c. 662 11 8	1569 1 8	4464 9 10	
1 54526 15 9	920 5 4	1069 5 0	56516 6 1	216708 19 2	273225 5 3	316173 9 9	
2 45170 14 2	1217 12 10	970 17 6	47359 4 6	176267 10 7	228636 15 1	261292 17 5	
1 9356 1 7	.....	.....	9157 1 7	40441 8 7	49588 10 2	54880 12 4
2	297 7 6	98 7 6	.....	.....	.....	.....

PART II.—Table Q.

EDUCATIONAL SUMMARY

		COMMON SCHOOLS.		
		No. of Common Schools.	No. of Common School pupils.	Amount expended for Common School purposes during 1856.
MUNICIPALITIES OF UPPER CANADA.				
Counties.				£ s. d.
1	Glengarry.....	60	3275	2358 16 1
2	Stormont.....	65	3936	2462 6 8
3	Dundas.....	70	4238	2961 2 8
4	Prescott.....	51	2416	1834 19 7
5	Russell.....	14	679	516 11 7
6	Carleton.....	89	5445	3755 5 9
7	Grenville.....	90	5176	3471 13 11
8	Leeds.....	136	8784	7275 17 11
9	Lanark.....	107	6497	6463 14 9
10	Renfrew.....	45	1942	2125 19 11
11	Frontenac.....	79	5052	3239 14 10
12	Addington.....	63	3798	2797 16 10
13	Lennox.....	44	2227	1899 17 11
14	Prince Edward.....	93	5093	4315 0 4
15	Hastings.....	137	8605	7306 10 10
16	Northumberland.....	121	7329	8043 6 3
17	Durham.....	93	8286	9822 15 6
18	Peterborough.....	53	4073	4249 0 1
19	Victoria.....	50	3580	3441 3 10
20	Ontario.....	100	1529	10650 10 3
21	York.....	137	10717	12927 8 3
22	Peel.....	76	5617	7682 19 1
23	Simcoe.....	107	7764	8237 6 6
24	Wentworth.....	72	6143	6771 0 6
25	Halton.....	51	4324	6400 15 3
26	Brant.....	72	5991	7257 3 2
27	Lincoln.....	73	5151	6001 8 6
28	Welland.....	87	5349	6107 3 0
29	Haldimand.....	80	5163	6434 11 5
30	Norfolk.....	104	6773	5283 10 10
31	Oxford.....	115	9714	11460 19 3
32	Waterloo.....	84	8282	12968 19 2
33	Wellington.....	91	7609	8099 15 10
34	Grey.....	68	4168	4619 14 3
35	Perth.....	59	5250	4914 6 5
36	Huron.....	83	6642	6631 12 6
37	Bruce.....	29	1819	2218 2 0
38	Middlesex.....	138	9639	10308 17 11
39	Elgin.....	112	7355	9727 5 5
40	Kent.....	81	5135	7494 11 6
41	Lambton.....	75	4298	5170 7 0
42	Essex.....	56	3696	4053 2 11
Cities.				
1	Toronto.....	14	5324	8369 9 0
2	Hamilton.....	7	3334	6473 14 4
3	Kingston.....	10	2114	1498 1 2
4	London.....	2	2229	1800 9 6
5	Ottawa.....	19	1457	1172 7 7
1	Grand Total for 1856.....	3472	251145	269527 10 9
2	Grand Total for 1855.....	3325	227864	224818 13 3
1	Increase.....	147	23281	44708 17 6
2	Decrease.....	.....	.....	.....

FOR THE YEAR 1856.

PART II.—Table Q.

GRAMMAR SCHOOLS.				OTHER INSTITUTIONS.			Amount expended for		GRAND TOTAL.		
No. of Grammar Schools.	No. of Grammar School pupils.	Amount expended for Grammar School purposes during 1856.		No. of other Educational Institutions.	No. of their pupils.	Amount received by other Educational Institutions during 1856.	Superannuated Teachers, Libraries, Normal School Students and Poor Schools.		Total No. of Educational Institutions.	Total No. of pupils attending them.	Total Amount expended for Educational purposes during 1856.
		£ s. d.				£ s. d.	£ s. d.				£ s. d.
1	1	38	136 0 0	2	40	... ..	169 15 0	63	3353		2664 14 1
2	1	24	493 15 3	5	...	... ..	85 7 6	71	3920		3041 9 5
3	1	93	108 10 0	1	20	16 0 0	55 0 0	72	4351		2940 12 8
4	2	108	199 9 2	...	...	... ..	70 1 4	53	2524		2104 10 1
5	...	...	... ..	1	15	... ..	127 5 0	15	694		643 16 7
6	1	33	91 2 3	...	...	... ..	74 18 9	90	5483		3921 6 9
7	2	139	450 8 9	2	100	... ..	143 17 6	94	5415		4066 0 2
8	2	83	453 13 9	7	198	58 10 0	195 11 6	145	9065		7983 13 2
9	4	192	787 10 2	8	107	97 0 0	390 17 6	119	6796		7739 2 5
10	...	...	... ..	2	34	70 0 0	108 15 0	47	1976		2304 14 11
11	...	...	... ..	1	24	13 0 0	46 15 0	80	5076		3299 9 10
12	2	169	289 15 0	...	...	... ..	59 17 6	70	3967		3147 9 4
13	1	89	164 1 6½	1	40	... ..	36 17 6	46	2356		2100 16 11
14	2	122	307 2 8	3	55	... ..	51 17 6	93	5275		5174 0 6
15	1	173	225 0 0	9	235	230 14 0	43 15 0	147	9013		7805 19 10
16	3	91	905 15 0	8	387	2366 0 0	83 7 6	132	8307		11398 8 9
17	2	141	827 15 0	13	119	287 12 6	82 10 0	113	8546		11020 13 0
18	2	123	1079 0 7½	3	70	160 0 0	53 12 10	58	4266		5541 13 7
19	...	...	... ..	1	13	20 0 0	115 10 0	51	3593		3576 13 10
20	1	56	351 15 0	7	177	372 0 0	53 7 6	108	9385		11427 12 9
21	2	177	516 10 3	9	282	339 10 0	239 11 3	148	11176		14022 19 9
22	2	70	276 5 6	4	61	104 2 0	50 15 0	82	5748		8114 1 7
23	2	45	136 8 11½	12	183	577 10 0	116 5 0	121	7992		9217 10 5
24	2	105	502 16 5½	11	272	28 0 0	43 0 0	85	6520		7345 7 0
25	2	108	324 5 7½	8	175	293 5 0	43 0 6	61	4607		7062 0 10
26	2	89	419 18 8	14	250	520 0 0	43 0 0	83	6330		8240 11 10
27	3	162	923 6 5	13	295	367 15 0	55 0 0	89	5608		7347 9 11
28	...	...	... ..	7	122	149 10 0	46 0 0	94	5471		6302 13 0
29	...	...	... ..	1	30	90 0 0	266 0 0	81	5193		6790 11 5
30	1	34	233 2 0	4	100	292 0 0	17 15 0	109	6907		5826 7 10
31	2	54	360 17 11	8	115	480 10 0	150 10 0	125	9383		12452 17 2
32	2	84	471 0 1	6	68	82 5 0	49 0 0	92	8434		13571 4 3
33	2	75	466 8 9	11	147	33 2 6	56 10 0	104	7831		8660 17 1
34	...	...	... ..	1	20	120 0 0	153 10 0	69	4188		4893 4 3
35	1	68	507 4 10	2	37	49 0 0	3 0 0	62	5355		5473 11 3
36	1	70	355 18 0½	3	...	... ..	100 15 0	87	6712		7088 5 7
37	...	...	... ..	...	...	... ..	...	29	1819		2218 2 0
38	...	...	... ..	...	...	... ..	230 5 0	138	9639		10539 2 11
39	2	55	512 5 1	4	72	157 10 0	47 0 0	118	7482		10444 0 6
40	1	50	304 14 1	6	145	455 0 0	98 5 0	88	5330		8352 10 7
41	1	70	208 7 6	5	86	147 0 0	171 0 0	81	4454		5696 14 6
42	...	...	... ..	5	148	416 0 0	15 5 0	61	3844		4484 7 11
1	1	149	773 10 9	22	1300	25150 0 0	120 0 0	37	6773		34412 19 9
2	1	53	100 0 0	16	680	1500 0 0	62 0 0	24	4067		8135 14 4
3	1	50	329 11 8	18	875	6340 0 0	...	29	3039		8166 12 10
4	1	75	866 15 2½	5	118	920 0 0	215 0 0	8	2422		3802 4 9
5	1	64	295 15 9	10	340	600 0 0	...	30	1861		2038 3 4
							For salaries and contingencies of the Normal and Model Schools, 3557 19 10				
							Normal and Model Schools, 3 772				
1	61	3386	15755 17 8	279	7555	42907 16 0	8001 0 6	3815	262858		336192 4 11
2	65	3726	13535 1 4	317	8684	42804 15 9	7840 2 11	3710	240817		288993 13 8
1	...	...	2220 16 4	...	...	103 0 3	160 17 7	105	22041		47193 11 3
2	4	340	...	38	1129	...	...	...	...		...

PART II.—Table R.—A GENERAL STATISTICAL ABSTRACT exhibiting the comparative Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, during

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.
1	Population of Upper Canada during the years	486,055	No Reports for this year were received, in consequence of a change in the School Law.	...	*622,570	...
2	Population between the ages of 5 and 16 years.....	141,143		183,539	202,913	204,580
3	Colleges in operation.....	5		5	5	5
4	County Grammar Schools and Academies.....	*25		*25	*30	*31
5	Private Schools reported.....	*44		*60	*65	*80
6	Normal and Model Schools for Upper Canada.....	...		...	...	...
7	Total Common Schools in operation as reported	1,721		2,610	2,736	2,589
8	Grand Total Educational Establishments in operation in Upper Canada	1,795		2,700	2,836	2,705
9	Free Schools reported in operation.....	No Reports.		No Reports.	No Reports.	No Reports.
10	Total Students attending Colleges and Universities.....	do		do	do	do
11	Total Pupils attending Academies and County Grammar Schools.....	do		do	do	do
12	Total Pupils attending Private Schools.....	do		do	do	do
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada.....	do		do	do	do
14	Total Pupils attending the Common Schools of Upper Canada	65,978		96,756	110,002	101,912
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools.....	65,978		96,756	110,002	101,912
16	Total Amount Paid for the Salaries of Common School Teachers in Upper Canada	£41,500		£51,714	£71,514	£67,906
17	Total Amount available for the erection or repairs of Common School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.....	No Reports.		No Reports.	No Reports.	No Reports.
18	Grand Total available for Common School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus.....	do		do	do	do
19	Amount received by other Educational Institutions.....	do		do	do	do
20	Grand Total available for Educational purposes in Upper Canada	do		do	do	do
21	Total Common School Teachers in Upper Canada.....	...		...	2,860	2,925
	Total Male do do .....	...		...	...	...
	Total Female do do .....	...		...	...	...
22	Average number of Months each Common School has been kept open by a qualified Teacher.....	...		7½	8	8½

* An Approximation only—no specific information having been received by the Department.

† A decrease—caused by the institution of an Entrance Examination for the Grammar Schools.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete ; but since that period they Returns are now pretty extensive, and embrace all Institutions of Learning, from the Common School up to the private than official. which should not be the case. The Annual Report of a Department of Public Instruction should Primary, Intermediate and Superior.

STATE AND PROGRESS OF EDUCATION IN UPPER CANADA, as connected with Universities, the years 1842 to 1856, inclusive. Compiled from returns in the Educational Department.

No.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.
1	...	725,879	...	803,493	950,551	953,239	...	...	...	...
2	230,975	241,102	253,364	259,258	253,607	262,755	268,957	277,912	297,623	...
3	6	6	7	7	7	8	8	9	10	12
4	32	33	39	57	70	74	79	84	94	89
5	96	117	157	224	159	167	174	186	278	239
6	2	2	2	2	2	3	3	3	3	3
7	2,727	2,800	2,871	3,059	3,001	3,010	3,127	3,244	3,325	3,472
8	2,863	2,958	3,076	3,349	3,239	3,258	3,391	3,515	3,710	3,815
9	No Reports.	No Reports.	No Reports.	252	855	901	1,052	1,177	1,211	1,263
10	700	740	773	684	632	751	756	806	1,100	1,335
11	1,000	1,115	1,120	2,070	2,800	3,194	3,839	5,153	4,779†	4,393†
12	1,831	2,345	3,648	4,663	3,948	5,133	3,822	4,607	6,531	5,213
13	...	256	400	370	356	645	735	622	643	772
14	124,829	130,739	138,463	151,891	168,159	179,587	194,736	204,168	227,864	251,145
15	131,360	135,295	144,406	159,678	175,895	189,310	203,936	217,356	240,817	262,858
16	£77,599	£86,069	£38,478	£88,429	£97,827	£107,237	£122,441	£144,717	£170,027	£194,920
17	No Reports.	No Reports.	No Reports.	£14,189	£19,534	£25,034	£32,013	£43,863	£54,791	£74,607
18	do	do	do	£102,619	£121,384	£139,085	£161,769	£195,624	£224,818	£269,527
19	do	do	do	...	£32,834	£36,989	£37,526	£43,504	£64,180†	£62,221†
20	do	do	do	...	£154,218	£176,074	£199,674	£239,128	£288,993	£336,192
21	3,028	3,177	3,209	3,476	3,277	3,588	3,539	3,539	3,565	3,689
	2,365	2,507	2,505	2,697	2,551	2,541	2,601	2,508	2,563	2,622
	663	670	704	779	726	847	938	1,031	997	1,067
22	8½	9	9½	9½	9½	9½	9½	9½	9½	10

† Including Grammar and Normal Schools, &c.

have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The University; but hitherto the sources of information regarding this latter class of Institutions have been rather present, in one comprehensive tabular view, the actual state and progress of *all* our Educational Institutions—

PART II.—Table S.

THE GRANTS TO GRAMMAR AND COMMON

STATEMENT NO. 1.—THE LEGISLATIVE AP

MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.		
			To Common Schools.	To Separate Schools.	Total.
<i>Counties.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stormont, Dundas and Glengarry.	1372 16 11	.....	1319 11 11	53 5 0	1372 16 11
Prescott and Russell.....	458 4 5	1 4 6	447 11 11	11 17 0	459 8 11
Carleton	693 13 2	5 4 11	691 14 3	7 8 10	699 3 1
Leeds and Grenville	1347 13 2	.....	1322 1 11	25 11 3	1347 13 2
Lanark and Renfrew	937 17 0	.....	937 17 0	.....	937 17 0
Frontenac, Lenox and Addington.	1100 17 9	1 11 6	1079 3 8	23 5 7	1102 9 3
Prince Edward	456 15 3	.....	456 15 3	.....	456 15 3
Hastings... ..	780 0 4	.....	773 2 4	6 18 0	780 0 4
Northumberland and Durham...	1513 18 10	.....	1513 18 10	.....	1513 18 10
Peterboro' and Victoria.....	792 9 6	.....	773 17 0	18 12 6	792 9 6
Ontario	776 16 3	.....	776 16 3	.....	776 16 3
York and Peel.....	2028 6 10	.....	2023 19 10	4 7 0	2028 6 10
Simcoe	808 17 11	.....	781 5 1	27 12 10	808 17 11
Halton	474 12 2	31 5 5	505 17 7	.....	505 17 7
Wentworth.....	615 8 1	.....	615 8 1	.....	615 8 1
Brant	455 11 3	.....	455 11 3	.....	455 11 3
Lincoln.....	453 14 3	.....	453 14 3	.....	453 14 3
Welland	464 9 5	.....	463 4 8	1 4 9	464 9 5
Haldimand.....	504 15 4	.....	503 18 3	1 2 1	504 15 4
Norfolk	602 16 6	0 7 10	602 16 6	0 7 10	603 4 4
Oxford	844 3 2	.....	844 3 2	.....	844 3 2
Waterloo	755 8 8	.....	729 12 8	25 16 0	755 8 8
Wellington.....	793 6 3	.....	739 16 3	53 10 0	793 6 3
Grey	403 7 9	28 19 1	432 6 10	.....	432 6 10
Perth	584 0 11	.....	584 0 11	.....	584 0 11
Huron and Bruce.....	972 3 5	.....	964 19 5	7 4 0	972 3 5
Middlesex.....	989 6 8	2 0 0	981 6 8	10 0 0	991 6 8
Elgin.....	651 9 5	.....	651 9 5	.....	651 9 5
Kent	504 5 3	.....	498 13 5	5 11 11	504 5 3
Lambton.....	433 5 5	.....	433 5 5	.....	433 5 5
Essex	454 16 10	2 3 0	452 13 10	4 6 0	456 19 10
<i>Cities.</i>					
Toronto.....	1410 10 0	.....	1017 10 0	393 0 0	1410 10 0
Hamilton	444 0 0	.....	444 0 0	.....	444 0 0
Kingston.....	529 10 0	.....	351 15 9	178 0 0	529 10 0
London	333 0 0	.....	333 0 0	.....	333 0 0
Ottawa	502 9 1	.....	259 0 0	243 9 1	502 9 1

NOTE.—The payments to Grammar Schools will be found in Table T, Statement No. 7, page 122.

SCHOOLS IN UPPER CANADA, 1856.

PART II.—Table S.

PORTIONMENT TO COMMON SCHOOLS, 1856.

MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.		
			To Common Schools.	To Separate Schools.	Total.
<i>Towns.</i>	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Belleville	208 1 7	.....	132 16 7	75 5 0	208 1 7
Brantford	132 13 9	.....	117 18 9	14 15 0	132 13 9
Brockville	123 13 0	.....	101 15 0	21 18 0	123 13 0
Chatham	92 19 6	.....	85 9 6	12 10 0	92 19 6
Cobourg	88 17 10	.....	88 17 10	.....	88 17 10
Coruwall	44 0 6	.....	44 0 6	.....	44 0 6
Dundas	85 9 5	.....	85 9 5	.....	85 9 5
Goderich	64 15 0	.....	64 15 0	.....	64 15 0
Niagara	107 0 5	.....	75 13 5	31 7 0	107 0 5
Perth	55 15 0	.....	40 5 0	9 10 0	55 15 0
Peterborough	78 9 2	.....	56 6 8	22 2 6	78 9 2
Pictou	51 13 1	.....	43 15 1	7 18 0	51 13 1
Port Hope	101 15 0	.....	101 15 0	.....	101 15 0
Prescott	105 4 0	.....	55 10 0	49 14 0	105 4 0
St. Catharines	128 4 1	.....	128 4 1	.....	128 4 1
Whitby	46 19 9	.....	46 19 9	.....	46 19 9
<i>Town Municipalities.</i>					
Amherstburgh	89 18 0	.....	55 10 0	34 8 0	89 18 0
Barrie	52 18 8	.....	37 0 0	15 18 8	52 18 8
Guelph	127 1 0	.....	88 16 0	38 5 0	127 1 0
Simcoe	48 2 0	.....	48 2 0	.....	48 2 0
Woodstock	66 12 0	.....	66 12 0	.....	66 12 0
<i>Incorporated Villages.</i>					
Berlin	34 0 9	.....	34 0 9	.....	34 0 9
Bowmanville	50 17 6	.....	50 17 6	.....	50 17 6
Brampton	26 12 9	.....	26 12 9	.....	26 12 9
Caledonia	24 4 9	.....	24 4 9	.....	24 4 9
Chippewa	31 14 7	.....	31 14 7	.....	31 14 7
Galt	64 2 1	.....	64 2 1	.....	64 2 1
Ingersoll	46 5 0	.....	46 5 0	.....	46 5 0
Napanee	33 17 2	.....	33 17 2	.....	33 17 2
Oshawa	24 12 0	.....	24 12 0	.....	24 12 0
Paris	64 8 0	.....	56 14 1	7 13 11	64 8 0
Preston	30 19 9	.....	30 19 9	.....	30 19 9
St. Mary's	29 19 5	.....	29 19 5	.....	29 19 5
St. Thomas	39 17 4	.....	39 17 4	.....	39 17 4
Smith's Falls	30 10 7	.....	30 10 7	.....	30 10 7
Stratford	39 13 6	.....	39 13 6	.....	39 13 6
Thorold	53 15 6	.....	37 5 6	16 10 0	53 15 6
Trenton	33 6 0	.....	33 6 0	.....	33 6 0
Windsor	29 19 5	.....	29 19 5	.....	29 19 5
Vienna	25 1 4	.....	25 1 4	.....	25 1 4
Yorkville	32 7 6	.....	32 7 6	.....	32 7 6
Total	29891 9 10	72 16 3	28504 1 4	1460 4 9	29964 6 1

PART II.—Table S.—(Continued.)

THE GRANTS TO GRAMMAR AND COMMON

Statement No. 2.—THE UPPER CANADA GRAMMAR SCHOOL FUND FOR THE YEAR 1856.

COUNTY MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.
	£ s. d.	£ s. d.	£ s. d.
Stormont, Dundas and Glengarry	359 0 0	0 0 7	359 0 7
Prescott and Russell.....	175 0 0	0 2 8	175 2 8
Carleton	260 0 0	16 12 2	276 12 2
Leeds and Grenville.....	354 0 0	32 17 2	386 17 2
Lanark and Renfrew	270 0 0	36 12 4	306 12 4
Frontenac, Lennox and Addington	380 0 0	22 18 8	402 18 8
Prince Edward	170 0 0	36 4 9	206 4 9
Hastings	200 0 0	79 17 5	279 17 5
Northumberland and Durham.....	295 0 0	153 10 7	448 10 7
Peterborough and Victoria	210 0 0	41 5 7	251 5 7
Ontario.....	160 0 0	106 6 9	266 6 9
York and Peel.....	693 0 0	0 13 3	693 13 3
Simcoe	170 0 0	82 16 0	252 16 0
Halton	150 0 0	53 1 3	203 1 3
Wentworth	280 0 0	59 13 3	339 13 3
Brant	180 0 0	63 0 6	243 0 6
Lincoln	320 0 0	27 11 0	347 11 0
Welland .....	.. .. .	100 0 0	100 0 0
Haldimand.....	.. .. .	205 13 8	205 13 8
Norfolk	180 0 0	39 14 1	219 14 1
Oxford	244 0 0	39 11 10	283 11 10
Waterloo	198 0 0	51 5 5	249 5 5
Wellington	260 0 0	.. .. .	260 0 0
Grey.....	.. .. .	174 6 11	174 6 11
Perth	150 0 0	37 8 10	187 8 10
Huron and Bruce	180 0 0	43 18 11	223 18 11
Middlesex	300 0 0	24 8 7	324 8 7
Elgin	200 0 0	42 19 7	242 19 7
Kent	180 0 0	18 5 4	198 5 4
Lambton	150 0 0	17 14 6	167 14 6
Essex .....	.. .. .	194 11 11	194 11 11
	6668 0 0	1803 3 6	8471 3 6

SCHOOLS IN UPPER CANADA, 1856.

PART II.—Table S.—(Continued.)

Statement No. 2.—SPECIAL AID OF COMMON SCHOOLS IN NEW AND POOR TOWNSHIPS IN U. C. IN 1856.

MUNICIPALITIES.	AMOUNT.		
	£	s.	d.
<i>Stormont, Dundas and Glengarry :</i>			
Winchester	20	0	0
<i>Carleton :</i>			
Gower, North	12	0	0
<i>Leeds and Grenville :</i>			
Lansdowne, Front.....	4	0	0
Oxford	7	10	0
Yonge, Front	4	0	0
		15	10 0
<i>Lanark and Renfrew :</i>			
Admaston.....	7	10	0
Bathurst and Darling.....	25	0	0
Grattan	22	10	0
Ross	12	10	0
		67	10 0
<i>Hastings :</i>			
Marmora.....		12	10 0
<i>Peterborough and Victoria :</i>			
Fenelon		12	10 0
<i>Ontario :</i>			
Reach.....		10	0 0
<i>York and Peel :</i>			
Scarborough.....	5	0	0
Whitchurch	5	0	0
		10	0 0
<i>Simcoe :</i>			
Orillia.....	5	0	0
Oro	7	10	0
Oro and Medonté.....	5	0	0
		17	10 0
<i>Grey :</i>			
Artemesia	}		42 10 0
Glenelg			
Holland.....			
St. Vincent			
<i>Huron and Bruce :</i>			
Ashfield	}		25 0 0
Colborne.....			
Goderich.....			
McGillivray.....			
McKillop			
Stanley.....			
Tuckersmith			
Turnberry			
Usborne			
Wawanosh			
<i>Kent :</i>			
Tilbury East		12	10 0
		257	10 0

PART II.—Table T.—ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, U. C., FOR THE YEAR 1856.

Statement No. 1.—LEGISLATIVE GRANT TO COMMON SCHOOLS, (13 and 14 Vict., ch. 43, Sect. 35, Clause 1.)

1856.	RECEIPTS.	AMOUNT.		1856.	EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jan'y, 1.	To Balance in hand	5735 14 10	28961 1 2	Jan'y, 1.	By sundry payments on account of 1855 and 1856	1612 11 11	
July. 3.	To proportion of Warrant for this service.....	23225 6 4	172 11 11	to Dec'r. 31st.	to the following Municipalities:—	447 1 11	
Dec., 31.	Balance unexpended.....				<i>Counties.</i>	702 5 4	
					Stormont, Dundas and Glengarry.....	1322 1 11	
					Prescott and Russell.....	655 17 8	
					Carleton	1997 17 8	
					Leeds and Grenville	456 15 3	
					Lanark and Renfrew.....	773 2 4	
					Frontenac, Lennox and Addington	1513 18 10	
					Prince Edward.....	773 17 0	
					Hastings.....	776 16 3	
					Northumberland and Durham	2023 19 10	
					Peterborough and Victoria.....	876 3 9	
					Ontario	474 12 2	
					York and Peel	655 8 1	
					Simcoe.....	455 11 3	
					Haldon.....	453 14 3	
					Wentworth	463 4 3	
					Brant	503 13 3	
					Lincoln	602 16 6	
					Welland	314 3 2	
					Haldimand	729 12 8	
					Norfolk	739 16 3	
					Oxford.....	403 7 9	
					Waterloo	534 0 11	
					Wellington.....	970 12 6	
					Grey.....	931 6 8	
					Perth	651 9 5	
					Huron and Bruce	483 13 4	
					Middlesex	455 5 5	
					Elgin	452 13 10	23996 1 9
					Kent		
					Lambton.....		
					Essex		
					<i>Cities.</i>		
					Toronto	7017 70 0	
					Hamilton	444 0 0	
					Kingston	551 10 0	
					London	532 0 0	
					Ottawa	259 0 0	2405 0 0
					<i>Towns.</i>		
					Belleville	132 16 7	
					Brantford	117 18 9	

<div></div>			Total			29133 13 1
			Amount of Sundry Payments to R. C. Separate Schools on account of 1855, (before the accounts were separated.).....			443 7 1
Amount of Sundry Payments to R. C. Separate Schools on account of 1855, (before the accounts were separated.).....			Total.....			29133 13 1
Yorkville			32 7 6			2289 4 3
Vienna			25 1 4			
Windsor.....			29 19 5			
Trenton			33 6 0			
Thorold			37 5 6			
St. Catharines			39 13 6			
St. Marys			54 3 1			
Preston			29 19 5			
Oshawa			30 19 9			
Napance.....			24 12 0			
Ingersoll.....			33 17 2			
Galt.....			46 5 0			
Chippewa			64 2 1			
Caledonia			61 13 1			
Brampton			24 4 9			
Bowmanville			26 12 9			
Berlin			50 17 0			
Incorporated Villages.			34 0 9			
Woodstock			66 12 0			
Barrie			72 0 0			
Amherstburgh.....			55 10 0			
Town Municipalities.						
Whitby			46 19 9			
St. Catharines			128 4 1			
Prescott.....			55 10 0			
Port Hope.....			101 15 0			
Picton			43 15 1			
Peterborough			56 6 8			
Perth			46 5 0			
Paris			56 14 1			
Niagara			75 13 5			
Guelph			88 16 0			
Goderich			64 15 0			
Dundas			85 9 5			
Cornwall			44 0 6			
Cobourg.....			88 17 10			
Chatham			89 9 6			
Brockville			101 15 0			

PART II.—Table T.—(Continued.)
 Statement No. 2.—POOR SCHOOL FUND, (16 Vic., ch. 185, Sec. 23.

1856.	RECEIPTS.	AMOUNT.		1856.	EXPENDITURE.	AMOUNT.	
		£	s. d.			£	s. d.
Janry. 1	To Balance on hand.....		£ 5 0 0	Janry. 1	By Payments to various Poor Schools in the follow- ing Counties:		£ 20 0 0
July 3	“ Proportion of Warrant for this service		500 0 0	to Dec. 31	Stormont, Dundas and Glengarry		12 0 0
					Carleton		15 10 0
					Leeds and Grenville.....		67 10 0
					Lanark and Renfrew		12 10 0
					Hastings		12 10 0
					Peterborough		10 0 0
					Ontario		10 0 0
					York and Peel.....		17 10 0
					Simcoe		42 10 0
					Grey		25 0 0
					Huron and Bruce.....		12 10 0
					Kent		257 10 0
					“ Balance unexpended.....		247 10 0
							505 0 0

Statement No. 3.—THE NORMAL AND MODEL SCHOOLS, (13 and 14 Vict., ch. 48, sec. 39, and 16 Vict., ch. 185, sec. 23.)

1856.	RECEIPTS.	AMOUNT.		1856.	EXPENDITURE.	AMOUNT.	
		£	s. d.			£	s. d.
Janry. 1	To Balance in hand		£ 1952 12 7	Janry. 1	By Salaries and Wages, (N. and M. Schools)		£ 1916 12 6
“ 3	“ Warrants issued Quarterly in full of the current expenses of the Normal and Model Schools			to	“ Books, Apparatus, and School requisites		80 10 6
	“ Warrants issued Quarterly to facilitate the attendance of Students at the Normal	1500 0 0		Dec. 31.	“ Public Libraries account for do.....		106 6 9
	School	1000 0 0			“ Advertising and Printing		12 19 8
	“ Proportion of sum granted under the authority of the Act, 16 Vic. cap. 185, sect. 23.....	550 0 0			“ Repairs and contingencies		724 8 7
	“ Model School Fees, &c.....				“ Light, Water and Wood		137 9 8
					“ Insurance		73 0 0
					“ Aid granted to facilitate the attendance of Students at the Normal School: five shillings each per week: two sessions and part.....		3051 7 8
					“ Expenses of Grounds, Wages, &c.....£276 2 2		759 0 0
					“ Less produce sold..... 80 17 6		195 4 8
					“ Balance unexpended.....		1578 14 5
							5584 6 9

Part II.—Table T.—(Continued.)

Statement No. 4.—BUILDING FUND—NORMAL AND MODEL SCHOOLS.—(Estimates of 1854.)

[illegible]

Statement No. 5.—PUBLIC SCHOOL LIBRARIES, MAPS AND APPARATUS.—(13 and 14 Vict., ch. 48, sec. 41, and 18 Vict., ch. 132, sec. 1.)

1856.		RECEIPTS.		AMOUNT.		1856.		EXPENDITURE.		AMOUNT.	
		£	s. d.	£	s. d.			£	s. d.	£	s. d.
Jan'y 1.	To Balance in hand.....			5448	13 0	Jan'y 1	By Books, Maps, and Apparatus, purchased in London, Edinburgh, Glasgow, Dublin, Paris, New York, Philadelphia, Boston, &c.	4741	5 6		
	" Municipalities, &c. for Libraries, as per Table M.	920	5 4			to		514	17 2		
	" Municipalities and School Sections, for Maps and Apparatus, as per Table N, page 82.....	1165	2 2			Dec. 31.	" Paid for Map Mounting in Toronto.....				
	" Sales in Depository of Text Books, &c., during the year	1546	5 6				" Freight, Agent's Commission, and Wharfage.....	472	5 1	5256	2 8
	" Normal and Model Schools, for Stationery, &c.	106	6 9	3737	19 9		" Expenses incurred in fitting up and superintending the Educational Department of the Provincial Exhibition, Kingston, p. 283.....	40	14 2		
Sept. 30.	" Proportion of Warrant for Depository Clerks.....			175	0 0		" Insurance.....	39	14 5		
							" Printing and other Toronto charges.....	479	0 5	1031	14 1
							" Paid Salaries of Depository Clerks.....			266	10 0
							" Balance in course of expenditure.....			2807	6 0
				9361	12 9						

Statement No. 6.—SUPERANNUATED TEACHERS. (16 Vict., ch. 185, sec. 23, and 18 Vict., ch. 132, sec. 1.)

1856.	RECEIPTS.	AMOUNT.		1856.	EXPENDITURE.	AMOUNT.	
		£	s. d.			£	s. d.
Jan. 1 ...	To Balance in hand			M'ch 31	By Pensions Paid during the Quarter (on account of 1855)	207	19 7
M'ch 31	" Subscriptions during the quarter	41	0 0	June 30	" do	560	5 0
June 30	" do	41	10 0	Sept. 30	" do	83	7 6
Sept. 30	" do	42	5 0	Dec. 31	" do	782	2 6
Dec. 31	" do	38	0 0				
	" Proportion of Warrant for this service.....	500	0 0				
	Excess of Expenditure.....						
			662 15 0				
			554 15 1				
			1633 14 7				

Part II.—Table T.—(Continued.)
Statement No. 7.—GRAMMAR SCHOOL FUND. (16 Vic., ch. 136, sec. 3.)

1856.	RECEIPTS.	AMOUNT.		1856.	EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jan. 1...	To Balance in hand.....	4951	7 0	Jan. 1..	By sundry Payments on account of 1855 and 1856 to the following Counties:	354	10 0
Sep. 30	" Proportion of Warrant for this service	3273	15 0	Dec. 31	Stormont, Dundas and Glengarry	117	10 0
					Prescott and Russell	235	0 0
					Carleton	321	0 0
					Leeds and Grenville.....	253	8 0
					Lanark and Renfrew	390	0 0
					Frontenac, Lennox and Addington	203	0 0
					Prince Edward	130	0 0
					Hastings	330	0 0
					Northumberland and Durham	205	0 0
					Peterborough and Victoria	195	0 0
					Ontario	639	10 0
					York and Peel	200	0 0
					Simcoe	140	0 0
					Haldim	175	0 0
					Wentworth.....	230	0 0
					Brant	331	0 0
					Lincoln and Welland	130	0 0
					Norfolk	244	0 0
					Oxford	224	0 0
					Waterloo	255	0 0
					Wellington	135	0 0
					Perth	130	0 0
					Huron and Bruce.....	260	0 0
					Middlesex	195	0 0
					Elgin.....	163	0 0
					Kent	135	0 0
					Lambton .....	...	...
					Essex.....	...	...
					Balance in course of payment.....	6507	18 0
						1722	4 0
						3230	2 0

Statement No. 8.—MODEL GRAMMAR SCHOOL AND EXAMINERS AND INSPECTORS FOR THE GRAMMAR SCHOOLS. (18 Vic., ch. 135, sec. 1.)

1856.	RECEIPTS	AMOUNT.		1856.	EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jan. 1...	To Balance on hand	1930	0 0		By T. J. Robertson, Esq., M.A., Inspector of Grammar Schools, and Chairman of the Committee of Examiners	125	0 0
Sep. 1.	" Proportion of Warrant for this service	125	0 0		" Rev. W. Ormiston, M.A., Inspector of Grammar Schools, and Secretary of the Committee of Examiners	125	0 0
					" F. W. Barron, Esq., M. A., Examiner.....	20	0 0
				Dec. 31.	" Balance to be expended in 1857.....	...	...
						270	0 0
						1835	0 0
						2105	0 0

PART II.—Table T.—(Continued.)
Statement No. 9.—ROMAN CATHOLIC SEPARATE SCHOOL APPORTIONMENT—(13 Vict. ch. 131, Sects. 13 and 14.)

RECEIPTS.		AMOUNT.		EXPENDITURE.		AMOUNT.									
1855.	To Provision of Warrant for this service.....	£	s. d.	1856.	By Payments for the first part of 1856: " R. C. Separate School, Chatham..... " ditto No. 1, Nichol..... " ditto No. 20 Thurlow..... " ditto Town Peterborough..... " ditto No. 6, Etobicoke..... " ditto Town Pictou..... " ditto City Toronto..... " ditto No. 10, Lochiel..... " ditto No. 1, Wolfe Island..... " ditto No. 11, Wellesley..... " ditto No. 15, Wilmoé..... " ditto No. 13, Westminster..... " ditto No. 10, Wellesley..... " ditto No. 1, Malden..... " ditto City Kingston..... " ditto Town Amherstburgh..... " ditto Town Belleville..... " ditto Town Niagara..... " ditto Town Brockville..... " ditto No. 15, Camden East..... " ditto No. 1, Orillia..... " ditto Town Brantford..... " ditto No. 10, Kitley..... " ditto Town Guelph..... " ditto Town Perth..... " ditto Town Prescott..... " ditto No. 11, Lancaster..... " ditto No. 1, Kingston..... " ditto No. 1, Arthur..... " ditto No. 2, do..... " ditto City Ottawa..... " ditto No. 6, Ops..... " ditto Town Paris..... " ditto No. 2, Nottawasaga..... " ditto No. 6, Raleigh..... " ditto No. 10, Charlottenburgh..... " ditto No. 17, do..... " ditto No. 16, do..... " ditto Town Barrie..... " ditto No. 12, Lancaster..... " ditto No. 2, Edwardsburgh..... " ditto Village Thorold..... " ditto No. 7, Hawkesbury East..... " ditto No. 1, Cumberland..... " ditto No. 5, Tecumseth..... " ditto No. 20, Wolford..... " ditto No. 15, Augusta.....	£	s. d.	1856.	By Payments for the first part of 1856: " R. C. Separate School, Chatham..... " ditto No. 1, Nichol..... " ditto No. 20 Thurlow..... " ditto Town Peterborough..... " ditto No. 6, Etobicoke..... " ditto Town Pictou..... " ditto City Toronto..... " ditto No. 10, Lochiel..... " ditto No. 1, Wolfe Island..... " ditto No. 11, Wellesley..... " ditto No. 15, Wilmoé..... " ditto No. 13, Westminster..... " ditto No. 10, Wellesley..... " ditto No. 1, Malden..... " ditto City Kingston..... " ditto Town Amherstburgh..... " ditto Town Belleville..... " ditto Town Niagara..... " ditto Town Brockville..... " ditto No. 15, Camden East..... " ditto No. 1, Orillia..... " ditto Town Brantford..... " ditto No. 10, Kitley..... " ditto Town Guelph..... " ditto Town Perth..... " ditto Town Prescott..... " ditto No. 11, Lancaster..... " ditto No. 1, Kingston..... " ditto No. 1, Arthur..... " ditto No. 2, do..... " ditto City Ottawa..... " ditto No. 6, Ops..... " ditto Town Paris..... " ditto No. 2, Nottawasaga..... " ditto No. 6, Raleigh..... " ditto No. 10, Charlottenburgh..... " ditto No. 17, do..... " ditto No. 16, do..... " ditto Town Barrie..... " ditto No. 12, Lancaster..... " ditto No. 2, Edwardsburgh..... " ditto Village Thorold..... " ditto No. 7, Hawkesbury East..... " ditto No. 1, Cumberland..... " ditto No. 5, Tecumseth..... " ditto No. 20, Wolford..... " ditto No. 15, Augusta.....	£	s. d.	1856.	By Payments for the first part of 1856: " R. C. Separate School, Chatham..... " ditto No. 1, Nichol..... " ditto No. 20 Thurlow..... " ditto Town Peterborough..... " ditto No. 6, Etobicoke..... " ditto Town Pictou..... " ditto City Toronto..... " ditto No. 10, Lochiel..... " ditto No. 1, Wolfe Island..... " ditto No. 11, Wellesley..... " ditto No. 15, Wilmoé..... " ditto No. 13, Westminster..... " ditto No. 10, Wellesley..... " ditto No. 1, Malden..... " ditto City Kingston..... " ditto Town Amherstburgh..... " ditto Town Belleville..... " ditto Town Niagara..... " ditto Town Brockville..... " ditto No. 15, Camden East..... " ditto No. 1, Orillia..... " ditto Town Brantford..... " ditto No. 10, Kitley..... " ditto Town Guelph..... " ditto Town Perth..... " ditto Town Prescott..... " ditto No. 11, Lancaster..... " ditto No. 1, Kingston..... " ditto No. 1, Arthur..... " ditto No. 2, do..... " ditto City Ottawa..... " ditto No. 6, Ops..... " ditto Town Paris..... " ditto No. 2, Nottawasaga..... " ditto No. 6, Raleigh..... " ditto No. 10, Charlottenburgh..... " ditto No. 17, do..... " ditto No. 16, do..... " ditto Town Barrie..... " ditto No. 12, Lancaster..... " ditto No. 2, Edwardsburgh..... " ditto Village Thorold..... " ditto No. 7, Hawkesbury East..... " ditto No. 1, Cumberland..... " ditto No. 5, Tecumseth..... " ditto No. 20, Wolford..... " ditto No. 15, Augusta.....	£	s. d.
July 3.		1495	18 8	July 11		12	10 0								
				16		7	10 0								
				24		3	9 0								
				25		10	0 0								
				26		2	3 6								
				"		3	19 0								
				"		196	10 0								
				28		10	10 0								
				"		3	4 0								
				"		4	0 0								
				"		5	12 0								
				"		2	0 0								
				"		3	6 0								
				"		2	3 0								
				"		89	0 0								
				"		17	4 0								
				"		27	12 3								
				"		15	13 3								
				"		10	19 0								
				"		4	13 6								
				Aug. 7		6	10 0								
				8		7	7 6								
				"		3	2 6								
				12		15	2 6								
				"		4	15 0								
				"		24	17 0								
				14		2	17 6								
				15		1	13 3								
				21		5	15 0								
				"		7	0 6								
				27		75	3 6								
				"		8	2 6								
				28		3	15 10								
				30		2	17 6								
				"		2	3 4								
				Sept. 1		3	6 3								
				"		1	13 6								
				2		5	0 0								
				6		7	2 0								
				13		3	1 6								
				22		4	4 0								
				24		8	5 0								
				27		1	4 6								
				"		4	14 0								
				Oct. 24		2	13 6								
				Nov. 11		4	1 6								
				25		2	4 0								
				Decr. 31	Balance in course of expenditure.....										

Part II.—Table F.—(Continued.)
Statement No. 10.—JOURNAL OF EDUCATION.—(16 Viet., ch. 185, sec. 23.)

1856.	RECEIPTS.	AMOUNT.		EXPENDITURE.	1856.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jan'y 1.	To Balance in hand.....	102 19 1		Jan'y. 1	By Printing and Mailing Journal of Education for 1856, and for the miscellaneous expenses of the publication	405 3 10	
	“ Subscriptions.....	44 10 2		to			
	“ Warrants, issued Quarterly	450 0 0		Dec. 31.	“ Balance.....	192 5 5	597 9 3

Statement No. 11.—EDUCATIONAL MUSEUM, LIBRARY, AND PRACTICAL SCIENCE.—(13 and 14 Viet., ch. 48, sec. 41, and 16 Vic., ch. 185, sec. 23.)

1856.	RECEIPTS.	AMOUNT.		EXPENDITURE.	1856.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jan'y 1.	To Balance in hand.....	1840 12 4		Jan'y. 1	By Educational Models and Works of Art for Museum, as per Appendix G, page 243.	865 14 5	
July 3.	“ Proportion of Warrant issued for the service, £500, £200.....	700 0 0		to	Paid in Paris	1775 0 0	
Dec. 31.	“ Balance over expended.....	3821 1 4		“ Antwerp	244 18 11		
				“ Munich.....	412 10 0		
				“ Rome.....	1137 10 0		
				“ Florence	52 9 5		
				“ Bologna.....	336 2 6		
				“ London	535 8 6		
				“ Miscellaneous.....	954 8 11		
				“ Freight and Transportation, including package.....	47 11 0		
				“ Museum Insurance, &c.....			
							6361 13 8

Statement No. 12.—FINAL BALANCE SHEET.—31st December, 1856.

A C C O U N T S .			Expenditure during the year.			Receipts during the year.			A C C O U N T S .			Expenditure during the year.			
	£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.
Statement No. 1.—Common School Grant.....	28961	1	2	29133	13	1	1495	18	8	Statement No. 9.—Roman Catholic Separate Schools	665	17	4		
do No. 2.—Poor School Fund.....	505	0	0	257	10	0	597	9	3	do No. 10.—Journal of Education.....	405	3	10		
do No. 3.—Normal and Model Schools.....	5584	6	9	4005	12	4	2540	12	4	do No. 11.—Educational Museum, Library, &c.	6361	13	8		
do No. 4.—Building Fund.....	608	1	5	144	9	0									
do No. 5.—Libraries, Maps and Apparatus..	9301	12	9	6554	6	9									
do No. 6.—Superannuated Teachers.....	1078	19	6	1633	14	7									
do No. 7.—Grammar School Fund.....	8230	2	0	6507	18	0									
do No. 8.—Model Grant. School & Inspectors.	2105	0	0	270	0	0									

APPENDIX TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR
AND
COMMON SCHOOLS
IN UPPER CANADA,
FOR THE YEAR 1856.

Appendix A.

EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN UPPER CANADA, RELATIVE TO THE STATE AND PROGRESS OF ELEMENTARY EDUCATION, IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS AND VILLAGES, FOR THE YEAR 1856.

I. COUNTY OF GLENGARRY.

1. *Hector McRae, Esq., Charlottenburgh*: "I regret to state that I cannot transmit you very flattering accounts of the progress of education in this township. In my official visits and examinations of pupils, instead of finding improvement and progress, as I anticipated, I found rather an habitual sluggishness combined with carelessness and inattention. Yet I found several of the pupils who could read and spell correctly, and distinctly, although I met with few who could give me the definition of a single word, or who seemed to comprehend the subject in their reading lessons. This state of affairs in our Common Schools is truly to be deplored. And the question arises; to what causes must be attributed this tardiness and lethargy so signally displayed in our schools? The answer is obvious and easily solved,—In the first place, a total want of efficient teachers; another, and not the least cause, is a want of will in trustees and people to provide able teachers; and while our schools are taught by so many inefficient and untrained persons, who have neither system nor knowledge to impart, how can we hope to see them prosper, or education to advance? and if illiterate and selfish trustees are empowered and suffered to engage teachers of the lowest standard, and of the least capabilities to be the instructors and admonishers of youth, what else can be expected than a total failure of our expectations in school improvements! And how can it be otherwise, whilst parsimony

mony and niggardly selfishness, are the concomitant characteristics of trustees and people. The general cry and desire of trustees and their constituents, are cheap teachers and low rates, and it is not seldom that trustees are selected for the very purpose of hiring the cheapest, without any regard to qualification or ability, and this inclination in trustees has caused an increase of female teachers in this Township, whom the trustees can engage at a few dollars a month; and the consequence is, that teachers and taught are generally on a par, in point of learning and intellectual powers. Such, in general, is the painful state of our schools in Charlottenburgh at the present time. There are, indeed, a few exceptions, and, were the exceptions the rule, I would not feel so disheartened. There are a few of our schools governed by young men of liberal and classical education, but as some of them lack the system of teaching, which is so essential in those days of progressive reform, they are not adequate to convey those requisite explanations or to communicate such systematical ideas to the juvenile minds as are now so needful, and such a system, as you well know, is a most essential one. How gladly would I welcome to this Township, some of your Normal School students to take care of a few of our schools; their services as teachers would be inestimable, their organization of schools and training of pupils would in no time excite our lethargic teachers to rivalry and emulation, and they would, moreover, rouse our heedless and parsimonious trustees to a sense of duty, and clearly show to them the folly of retaining as educators of youth inadequate persons, for the paltry consideration of getting them at a small salary. I regret also to state that within this large and populous Township, there is not to be found a single school library (with the exception of the one in the Martintown school section.) This is really lamentable, and it adds another proof of how little men value boons and blessings so well calculated to bestow on their progeny lasting benefits and advantages. I have been sadly disappointed by our Municipal Councillors refusing to grant aid out of the Clergy Reserve Fund for the establishment of public libraries. This is greatly to be deplored, as I fear the people themselves will hardly bear taxation for so laudable a purpose. During my visits I did all in my power to instil into the minds of trustees and constituents the boon they would confer on the children, and on every individual in the Township who could read, by establishing libraries, but I have been but too often listened to with a deaf ear; some gave me fair promises, and others only laughed at me, and told me that I was advocating for my own interest only. It is, likewise, to be regretted, how seldom the Clergy, Magistrates and Municipal Councillors visit the schools in their respective localities, as their counsel to teachers and pupils as well as to trustees would carry great influence, and I feel confident that they would, at all times, be received as welcome visitors, and with every due respect and courtesy; I trust therefore, to hear of their visits more frequently. I am happy to state that the Martintown school trustees have furnished a commodious brick school-house last year, at a considerable cost; the school members are satisfied that the trustees and people deserve credit for their exertions, and they are at this moment in search of a Normal School teacher or some other efficient one, to instruct the children of the section in laudable pursuits. Upon my making inquiry regarding their public library at Martintown, I have ascertained with satisfaction that the benefit derived from it is invaluable, I wish from

my heart that others in this township would follow in their wake, and build school-houses, and establish public libraries, and make up for the time already wasted in local dissensions, and illiberal sectional legislation."

2. *Angus McDonell, Esq., Kenyon* : "In transmitting my report, I have much pleasure in stating that parents and guardians begin to observe the many advantages they obtain in having their schools open during the whole year, by a competent number of attendants. Trustees are therefore more ready to employ teachers holding second class certificates, with higher salaries ; as first class men cannot very readily be obtained. Our schools are conducted in a respectable manner by teachers under twenty-six years of age, who are generally inclined to improve from time to time their qualifications, with the view to gain a good name, as well as a good salary. Trustees are, on the other hand, equally willing to increase the teacher's salary in proportion to his learning and ability. The Township Council has established three new school sections. The average time the schools have been kept open during the past year is eleven months, being considerably longer than in any former year. Taking everything into consideration, I have reason to believe that the cause of education is rapidly and effectually gaining ground. In regard to maps, I regret to say that some schools are as yet entirely destitute ; others are not so well supplied as could be wished, but I am inclined to believe that the Council is about to grant a certain sum of money for procuring them for the various sections. Accept my thanks for the official documents which you have forwarded for my information and guidance, also those of the trustees for the same, in which all the duties that the Act devolves on them are clearly pointed out."

3. *William McEdward, Esq., Lancaster* : "In transmitting my report I have pleasure in stating that all the schools in this township have more or less, been in operation during the past year, the average time open, ten months and twelve days. The progress of those which have adopted the free system is pleasing and satisfactory. Schools carried on according to the rate bill system are neither regular in their attendance, nor progressive in their improvement. The frequent changes that have taken place regarding the teachers, exercise an injurious effect upon the schools, at least upon those addicted to the practice of changing them often, which should be gradually discontinued by allowing a liberal salary to the efficient teacher, and providing him with a comfortable house and garden to encourage him to continue and persevere in his laborious but respectable profession. I am glad to say that higher salaries are being offered and given this year than heretofore : and that most of the schools are already supplied with competent teachers. It is with regret I have to mention that no section in this township has as yet availed itself of the privilege offered for the establishment of school libraries ; however, I trust that the apathy thus far shown will ere long be dispelled, and that the people will duly appreciate the advantages offered them by a wise and liberal government. Accept my thanks and those of the trustees for your valuable *Journal of Education*."

4. *Owen Quigley, Esq., Lochiel* : "I have much pleasure in stating the free school system prevails here ; and although it is lamentable to observe that a large

number of children of proper age in the township do not attend, it is not entirely owing to the indifference or negligence of parents, but in most cases to the want of efficient teachers ; and so long as our people continue to elect unfit persons as trustees, we cannot expect to have proper teachers, particularly when a sufficient inducement is not offered in remuneration of their services."

II. COUNTY OF STORMONT.

5. *Nadab Eastman, Esq., Cornwall* : " It affords me pleasure to be able to state, that although the condition of the schools is not by any means all that the friends of education and of social improvement could desire, yet their progress is steady, uniform, and therefore encouraging. The teachers engaged are diligent in their calling, without a single exception. There is, indeed, room for improvement in literary attainments, yet the willingness, and even eagerness with which they listen to, and receive suggestions for the benefit of their schools, are very gratifying, and augur well for the future. The utmost cordiality, I am happy to say, has existed between the trustees, teachers, and myself, in our official relations during the year. The principal drawback to the present and future well-being of the schools is easily remedied ; it consists in the inhabitants not being sufficiently careful in their election of trustees : unfortunately, they do not select the better educated, and consequently more competent persons to fill this office. They do themselves and their children a wrong, while they know it not. The attendance of pupils at our schools during the past year has, I think, cast that of any previous year in the shade. The aggregate attendance at 21 schools for this period being 102,208, against an aggregate attendance at 22 schools for the previous year of 91,601, showing a difference in favour of 1856 of 10,607. With regard to school libraries, if we except those of the Sunday Schools, which have somewhat increased, nothing has been done. With regard to School maps and School apparatus, there remains still the same blank as before."

6. *John Fraser, Esq., Roxborough* : " I have much pleasure in stating that the progress of education, although not what its friends would wish, is satisfactory and promising ; our teachers were formerly foreigners ; now our best conducted schools are those under the care of home born and home educated young persons, and two more candidates were qualified at the County Board in December last, who are now in responsible situations. The system of education adopted in this township for the year now past was partly free and partly by rate bill ; the free system meets with a good deal of opposition ; yet the very individuals who oppose it, say, they know of no other system so well calculated to benefit the country at large, but especially rural sections ; and the poorer classes, the great body of the people, are in favor of it, and I hope it will engage the attention of our legislators during the present Session of Parliament, and become a part of the school Act, when its working will give general satisfaction, and do away with excitement at our annual meetings ; protect the character of the teacher and greatly simplify the work of trustees. Accept my thanks for the many valuable documents you have sent for my guidance, and for the *Journal of Education*, which I have regularly received."

III. COUNTY OF DUNDAS.

7. *John G. McLoughlan, Esq., Williamsburgh*: "The excellent system of public instruction which you have matured, demands the eulogy of the Canadian government and people. Not many years ago our Common Schools were merely competent to give a little instruction in reading, writing and arithmetic; and indeed a knowledge of these branches of education was considered by most people a sufficient acquisition of mental culture to enable its possessor to perform all the duties of life. In our common schools of those days mathematics and language were rarely thought of; but now every school taught by a first or second class teacher, holds out to the people every inducement to acquire a knowledge of mathematical science. There is no country in the world which has advanced so rapidly in the march of improvement in so short a space of time as Canada. The poor man's child, as well as the rich, has the blessings of sound education within his grasp; new school-houses are springing up wherever they are required; young men are being trained in the normal and model schools for the noble profession of teaching: books for libraries from the pens of the more eminent in literature, science and art are offered to the public on most reasonable terms, and ignorance must ere long hide its head in Canada. I regret, however, to state that the want of public libraries is not sufficiently felt in this part of the country; although they are appreciated and ardently sought for by many, yet the masses prefer the acquisition of Mammon as a more attractive and popular gain, than all the treasures of the most voluminous library. I trust that the influence and understanding of the intelligent, will at length have full weight with the public mind, and cause the people at large to avail themselves of those inestimable blessings which your exertions in the cause of literature and science have procured."

8. *John Irwin Ker, Esq., Winchester*: "The general state of education is, I am happy to say, rather onward in this township, as regards the Common Schools; but I am sorry to remark that in spite of several lectures and repeated advice, I was not able to prevail on the Township Council to appropriate any portion of the Clergy Reserve Fund for the purposes of education, or the establishment of libraries."

IV. COUNTY OF PRESCOTT.

9. *Humphrey Hughes, Esq., Alfred*: "In transmitting my report I am sorry it does not show a more regular attendance when compared with the school population of the Township, four fifths at least, of whom, are French Canadians. You will therefore be less surprised at the indifference manifested, because as a people they are not very anxious about the education of their children; they are, however, becoming more interested in these matters than formerly. Our schools are all on the free system, which until lately met with great opposition; I wish it would become a law on the Statute Book."

10. *John McMaster, Esq., Caledonia*: "It gives me much pleasure to state with confidence that the pupils of the few schools in operation during the whole or

part of the year have made satisfactory progress over that of last year ; greater desire is manifested by trustees and parents that a higher remuneration be given to competent teachers for their services. Accept my thanks for the valuable books you have sent for my guidance, and those of the trustees for your valuable *Journal of Education*."

11. *James Frith, Esq., Plantagenet South* : " It is gratifying to notice that a considerable number of schools in some of the sections have made very respectable progress in reading with propriety, quickness and correctness ; in figures ; in the elements of English grammar ; in geography, &c., and should the teachers of these schools be induced to retain their offices, we may hope that such satisfactory results will continue. The opening of new schools, and other circumstances which might be mentioned, are highly pleasing to those who take an interest in the advancement of free and universal education. But there are some things discouraging ; one is that many of the parents or guardians do not appreciate so highly as they ought, the present advantages for the benefit of their children ; if they did, the latter would be more numerous and constant in their attendance : another is that some teachers, although they may most creditably pass an examination in order to acquire their county certificate, yet for want of diligence and a certain aptitude to teach, they are, as to success, far behind some of their brethren whose mental endowments are inferior. It happened during my winter visits to be bitterly cold, and the few children who attended during this season were so inconvenienced in consequence, that it was impossible to pay proper attention to their studies. This was principally caused by insufficient school houses, but I trust it will not be so next winter. We have some maps &c., and a Sunday School library in one section, and find the advantage of them, but others have not as yet availed themselves of the excellent opportunities of procuring those indispensable requisites. I have urged upon the trustees and others in such sections the desirableness and advantages of possessing them, and do trust that arrangements for that purpose will be made. I should have liked very much to report that the whole, or a large portion of the Clergy Reserves money had been by some permanent investment secured as a school fund for the township, but as yet I cannot do so ; still, by further agitating the subject, something may be effected in that direction, as the whole of it is not yet appropriated."

V. COUNTY OF RUSSELL.

12 *The Reverend Peter Lindsay, A.B., Cumberland* : " Here the school system works well, and so far as I am able to judge, it gives general satisfaction ; all that we want now, is to let it work until it can bring forth fruit ; what we require most is superior schools, and that the standard of teachers, generally, should rise. I should like to see the teacher elevated to a higher position in society so that teaching would not become a stepping stone to something else ; but a profession. The teacher should hold such a position that young men of high moral and intellectual worth would be induced to study teaching as a science, and devote their lives to it."

13. *The Reverend John Edwards, Clarence* : " During 1856, education did not progress equal to our wants or our wishes. A great many French Canadians attend-

ed one of the schools; they made excellent progress in the English branches, and I consider it a great advantage to them to be thus situated. The schools are free. Further improvements regarding libraries and apparatus are being made, which, I hope, will tell favourably in next year's report. One of the sections was favoured with a teacher who had attended the Normal School, but ere her engagement had expired, she was called to another, and, I hope, a better world. I cannot but regard the Normal School as an incalculable blessing to the country; but as yet, it does not supply teachers as fast as they are needed. The idea gains on the public mind that the best teacher is the cheapest; may it soon become a settled opinion in every section of our land, that there must be a trained teacher in every school. We have the raw material—workshops—books—patterns, &c., but we want artists of sufficient skill to mould this valuable material into the useful and beautiful forms it is capable of assuming. In other words we want good teachers—not such as have acquired and can communicate so much knowledge merely—but such as, ardently attached to their work and their charge, can teach children how to learn, and that not only now, while under their care, but in all after life, and not from books only, but from matter and from living minds. In conclusion, let me hope that for the good of Canada, the Almighty will long spare you to fill your present useful and important office.

14. *James Keays, Esq., Cambridge and Russell*: “It gives me pleasure to be able to report that all the schools in this Township are free; and that they are all in pretty good working order. You will also perceive by my report that all have been kept open during the year. Another fact which gives me pleasure is, that the trustees of each section are endeavouring to persuade parents to send their children to school, in order that it may draw a large proportion of the Legislative Grant and Municipal Assessment, which is a plain proof that the Legislative Grant and Municipal Assessment ought to be proportioned according to the average attendance. I write this part of my report because I hear so much outcry from trustees complaining that each section should have its own assessment (that is what is raised by such assessment in each respective section.) I have now to complain of what I consider a great hindrance to the working of the system in this Province. It is well known that Free Schools are the most suitable to furnish the youth of this growing country with education, still at every annual meeting there is a struggle as to whether the school shall be free, or by rate-bill on the pupils, one year a large majority will vote that they shall be free, and they will be so for that time. The free school supporters imagine that they will be free also at the next annual meeting and do not trouble themselves about attending, while their opponents take very good care to be present, and carry it through that a rate-bill shall be paid by the pupils. I think that our Legislators ought to pass an Act to cause the youth of the country to be educated by rate on all rateable property, and I do think that the people are prepared to accept such a law. Talk to the greatest opponents of free schools, and you will generally find that they are persons without children; or their children are too young to attend; or their children are being educated at the Grammar School or Universities at the public expense, they will tell you that it is a hardship to have to

pay for the education of other children, that each man should educate his own, forgetting that many are not able to do so. But if an Act were passed by the legislature it would be a kind of guarantee to those parties that it would remain, and I am convinced that the country would approve of it."

VI. COUNTY OF CARLETON.

15. *The Reverend John A. Morris, M.A., Fitzroy*: "The monotonous current of educational matters in this township during the past year, is not suggestive of any particular observation in respect to them; although I perceive many defects, I cannot suggest a speedy or efficacious remedy, as they are attributable to the immaturity of the system. I suppose we must only hope to see them wear away in proportion as it develops itself. I feel peculiar pleasure in directing attention to the interesting fact, that during the past year a marked elevation is discernible in the intellectual *status* of the candidates who have presented themselves before the County Board of Public Instruction, which meets in the City of Ottawa. This I attribute to the greater stringency and exactness of the examinations; the necessity of which has been forced on the Board by the increased demand from without for more liberal qualifications in the teacher. I am very much inclined to believe that the time has arrived for a re-consideration of the degree of attainments to which the 3rd class teacher at least should arrive before being placed in charge of a school. I consider the standard as now fixed, too low. Even the intellectual parent and guardian are coming to the same conclusion. I must confess, considerable astonishment on reading the opinion of many Local Superintendents, expressed in your last Annual Report, that education ought to be made compulsory.—While I despise most heartily the prevalent and modern idea of "liberality," I do not look with more favor on ancient or existing despotism, under whatever form it may present itself, or whatever pretence it may put forth. There is no reason why, if an individual be forced to receive secular, he should not also be forced to receive spiritual knowledge, the argument founded on the general good, is as cogent in the latter, as in the former case. The public idea of social freedom is, I believe, too strong and enlightened to tolerate for an instant, the insidious scheme of taking a shoot of seeming fairness, from the poisonous weed of continental tyranny, and engrafting it on the noble and majestic tree of English liberty. The interests of education, I admit, are most materially affected by the narrow minded penuriousness of parents who if charged 6d. or 1s. per month for a child, prefer hoarding the miserable sum, to sending their offspring to school. But the remedy is plain and easy. Let the law be so altered, as to oblige trustees to tax the parent for every child of school age who is not prevented by mental or bodily infirmity from attending school, whether he attend or not. This would be more in accordance with the genius of British law, and the spirit of the Canadian people. If the parent sends the child to school he receives value for his money in education; if he will not send him, he pays a penalty to society for the injury he inflicts on its best interests. If he is too poor to pay, let the trustees possess a discretionary power of either remitting or reducing the tax to meet the necessity of the applicant. In such cases it might be advisable to

give every tax payer a voice, and thus by the will of the majority relieve the trustees from the fear of the possible imputation of favouritism. Such a change in the law, would, I conceive, be a most efficient corrective of the evils which flow from the present rate-bill enactment, and obviate the decided objections which exist to free schools. He who receives a direct and present advantage from education should, certainly, pay more for it than he who only receives an indirect and prospective benefit. The purely free school system, is socialistic in its tendencies, and subversive of that spirit of independence which is the characteristic and most ennobling feature of him who has been formed and moulded by the genius of universal liberty."

16. *The Reverend Wm. McGill, Gloucester* : " You will perceive by my report, that in this township, fourteen schools have been in operation during the past year, out of which number eleven have been conducted on the free system. The average time during which they have been kept open is eleven months. The aggregate attendance of children for the past half year was 50,901, and for the last half year 42,585, showing a decrease in last half year of 8,316. The average attendance for the whole year was 717. I regret to have to report no library for Gloucester ; and school libraries in but two of the sections. It is to be deplored that so little interest is manifested with respect to libraries. The schools, generally, have been well conducted and some of them efficiently taught."

17. *The Reverend C. B. Pettit, B.A., Goulbourn, Gower North and Marlborough* : " The reports manifest a great increase in the number of children attending school, an increase in the salaries of the teachers, and a larger number of them holding first and second certificates than last year, and also the erection of many new and commodious school-houses. These are telling results, and while I rejoice at them I have learned to lament the absence of the word of God from our schools, and the inculcation of those sound religious principles without which all learning is vain. I am not an advocate for free schools, as I cannot see why one man should be compelled to educate another's children when the latter is able to do it himself. The rich man should be compelled to pay for the education of the children of the poor, but not for those of his equally rich neighbors."

18. *The Reverend James Godfrey, Huntley and March* : " As to the general state of education in the two townships under my charge, I think it was very much the same in 1856, as in the preceding year. Whatever difference there has been, was, I hope, for the better. I think it right, however, that you should be aware of my opinion that there will never be a satisfactory condition of educational interests in this part of the province until all teachers are trained at the Normal School, and until they are all persons whose heart is in their duty. I recollect reading when very young, a sort of epitaph on an Irish hedge school-master, of which the following words were part :

" Peace attend his shade,
For many a zealous effort has he made
To rouse the dull, the truant to reclaim,
And on their interest build an honest fame."

Poor as this praise may be considered I am afraid there are too few of our instructors who deserve it. Without the zeal referred to in this quotation, I think no one can be a successful teacher; if all teachers with moderate education possessed it, children would be so eager to go to school, that there would not be many absentees to be charged to the "indifference or neglect of parents." I have only further to remark that the lectures set down in my reports were merely addressed to the children. When I was first appointed Local Superintendent, I endeavoured to get the parents to attend on such occasions. But the attempt failed, because people take more interest in other matters, than in encouraging education."

VII. COUNTY OF GRENVILLE.

19. *William B. Imrie, Esq., Edwardsburgh*: "On transmitting my last annual report to your department, I stated it to be my intention to endeavour to remedy many evils with which I had then to contend, and stir up a spirit of improvement and emulation, not only among pupils and teachers, but among a class of men who needed them more, namely, trustees, and although I cannot say I have wholly succeeded, yet I have met with so much encouragement in my first efforts, that I am not without hopes of bringing them to understand the necessity of being able to lay before the people a correct financial return and an annual report, from which, without difficulty it would be possible to glean much reliable information, useful to themselves, and absolutely necessary to us who have to make clear, what, in the present state of things, is, certainly, not easily understood. What I have done in part is this: I have succeeded in getting them to supply their secretary-treasurers with books, in which to keep their accounts, and in which they have entered their present accounts according to the prescribed form; and although it was impossible in many cases to make the balances agree, owing to the loose manner in which the majority of them kept their papers, yet, the system now, so happily begun, will, I am convinced, if persevered in, bring about a salutary and lasting reform. I am happy to be able to say, that among the people, generally, these suggestions have been received with universal favour, and even persons whose misfortune it was from the want of any education to be able to discharge the duties of their office, cheerfully concurring in their unfitness, immediately resigned, and, it is to be hoped, a better selection has been made. On the whole, I am gratified with the results of our labors; not, indeed, for what has actually been accomplished, but that there is much more to be hoped from the future. Perfect unanimity prevails as to the details of the School Law, and the almost universal adoption of free schools in the township argues well for the spread of education among the people and for their future intelligence and usefulness."

20. *James Clapperton, Esq., Augusta*: "I endeavoured to persuade the members of our council to appropriate a portion of the money received from the Clergy Reserve Fund for the purchase of maps, &c., for our schools, but they declined doing so, preferring to invest the money, and make use of the interest for educational purposes. We have only one section library in our township, but numbers of both

young and old take out books and seem to be making improvement from the information they derive by reading them."

21. *Andrew Holmes, Esq., Oxford* : "I have great pleasure in informing you that the value of education is more appreciated by the people than heretofore. I have received copies of the proceedings of school meetings for 1857 ; the majority of the schools are free, and the remainder partly so. There is but one section library in our township ; the regulations are strictly observed, and the inhabitants are beginning to see the moral and intellectual worth of libraries, and to know that they are adapted to the growth and progress of our population, and the happiness and prosperity of our beloved country ; the books are much sought for, and extensively read."

22. *John Burchill, Esq., WOLFORD* : "In submitting this report I beg to state that in my opinion a great many of the schools in this township are in a very backward condition as regards the education of youth. I fear that the parents, guardians, and trustees, and in fact visitors and officials have in a great measure neglected the important duties devolving upon them, in advancing the interest and welfare of the rising generation in an educational point of view. I regret to find that visits to the schools of the several localities are so very few, which I fear must be attributed in some measure, to the teachers, who neglect to call quarterly examinations. In other cases when these are called, the trustees, parents and guardians do not take sufficient interest in school matters to attend them ; thus preventing what might be a source of encouragement both to teachers and pupils. I will endeavor in the course of my visits to impress upon the minds of teachers the necessity of holding quarterly examinations ; and of inducing trustees and guardians of children to visit the schools in their sections more frequently. In conclusion, I would say that I am sorry to find that so little attention is paid to the establishing of libraries ; and that so few avail themselves of the liberal offer of your department in their behalf. I hope and trust that the next annual report will be more satisfactory, and that a progressive course of education in this township will be duly and fully appreciated."

VIII. COUNTY OF LEEDS.

23. *Lewis Chipman, Esq., Bastard and Burgess South* : "In some sections in these townships education does not advance so much as could be wished, in consequence of employing incompetent teachers ; however in others the schools are progressing and several excellent teachers are employed. I regret that only one is provided with maps, but I shall use my influence to have the remainder supplied as soon as possible.

24. *Jacob A. Brown, Esq., Elizabethtown* : "With respect to apparatus and libraries, I had the pleasure last year of remitting to you seventy-three dollars to purchase library books for some of our sections, and ten dollars I believe were paid by one of the trustees, for which he obtained maps, they are now hung up in the school and very beautifully arranged and afford great facilities to the children in ac-

quiring a practical knowledge of geography. With respect to the library books in the respective sections, I can say nothing, as the preliminary arrangements necessary to their being put in circulation were not made last fall, consequently they have not been distributed. I would remark in conclusion that the schools are in a progressive state, and that the children have made satisfactory improvement."

25. *Robert Wm. Fergusson, Esq., Kitley*: "With regard to the state of education in the different sections of this township, it gives me pleasure to say, that it is improving greatly, as new and improved modes of teaching are being introduced in nearly all the schools. The teachers are men competent for the duties they have undertaken, which may be seen in the proficiency attained by the pupils in several of the schools; and it is highly creditable to both teachers and pupils to see the marked improvement that is visible in each section, and a much greater interest is manifested by parents in the education of their children than heretofore, which can be proved by comparing the salaries paid last year with those of the year before, owing to the great interest which the Municipal Council of this township has taken in education by giving the proceeds of the Clergy Reserve Fund to its advancement. I am in great hopes that in my next report, I shall have the pleasure of informing you that all the schools will be supplied with the necessary apparatus."

26. *Henry P. Washburn, Esq., Leeds and Lansdowne Rear*: "Out of eleven schools, we have eight supported on the free system, one by voluntary subscription, and two by rate bill of seven pence half-penny per month on each pupil in attendance. The report also shows that we are very destitute of libraries, large maps and other apparatus, only one being furnished with maps and tablet lessons. Our school houses, (many of them,) were not suitable, old, narrow, contracted, uncomfortable places, but these are fast disappearing and good substantial ones are being erected in their stead. At our annual township meeting the returning officer asked each voter how he wished to have the Clergy Reserve Fund expended; about five-sevenths of them voted for educational purposes. The next question that may arise will be, are we to pay teachers with it, or are we to purchase libraries and maps. I am of opinion, we should expend a portion in the former, and fund the balance, until the interest would make the original sum, and then augment the library as occasion might require, and have the money wholly set apart for that purpose. We could in this way, (if skilfully managed,) keep our library in an excellent condition."

27. *William B. Gowan, Esq., Yonge & Escott Front*: "From my short acquaintance with the teachers and trustees of school sections in Yonge and Escott Front, I can form but a very imperfect idea of the efficiency of the schools of the township; for the present I confine my remarks to the facts detailed by the trustees in their last annual reports. The township contains 18 schools conducted by 6 male and 12 female teachers, 10 hold 2nd class certificates, and 8 have 3rd class certificates. I believe all have been trained at Common Schools. They are zealous and efficient in the discharge of their honorable calling; at the

same time, I must say, that if they attended your Normal establishment one session, their usefulness and qualifications would be increased 100 per cent. Of the 18 school-houses in the township 2 are brick and 4 stone; all these are good buildings, 4 are frame, and with some necessary repairs would make tolerable school-houses, but the log buildings taken as a whole scarcely deserve the name. The new brick house put up last summer in section No. 4, reflects great credit on the inhabitants of that locality. I am sorry to say we have only one public library containing 59 volumes; there are three Sunday school libraries containing 240 volumes, it is said these have added much to the intellectual advancement of the inhabitants of the part of the country in which they are. It is humiliating to state that 18 schools have only 2 maps of the World, 2 of the Continent, 2 of Canada and 5 others—total 11,—1 apparatus and 10 blackboards; however, this state of things will not last long, as we intend procuring libraries, maps and apparatus during the present season.”

28. *Arza Parish, Esq., Yonge & Escott Rear*: “Many of the prejudices existing against the school system, are I think fast wearing away, and when we can be supplied with a better class of qualified teachers, and not until then, will our Common Schools become what they should be. There is but one section library in this township and the regulations in regard to it, are I believe fully carried out, its influence in the country must be considerable, if I may judge from the number of books read.”

IX. COUNTY OF LANARK.

29. *John A. Murdoch, Esq., Bathurst, Dalhousie, &c.*: “There are considerable numbers of children not attending school. Although the reason generally assigned is ‘indifference’ on the part of parents, yet there are other causes operating. In some instances children are kept at home to work; or they may live at too great a distance from school; and some are kept away when a rate of 1s. 3d. per month is exacted for their attendance. Parents who have a numerous family, say 5 or 6 fit to go, find it either difficult or are unwilling to pay \$15 or \$16 a year for schooling, so they keep them at home. The free schools are always numerous attended, and comparatively few in such sections are absent from the means of instruction. Taking everything into consideration these are the best for all parties, for the payers as well as the children. Indeed, many respectable individuals express a wish that the legislature would make the schools free by law. In the five municipalities over which I have now for a number of years acted as Local Superintendent there are no separate schools. They will not work in country places where the population consists of a thorough mixture of all denominations, The only one in existence in this part of the country is a Roman Catholic separate school in the town of Perth. In 1850, there was one in the township of Drummond but it soon merged into the common school, apparently to the satisfaction of all. The agitation got up of late in regard to denominational schools can do no good, but will be productive of much evil, and tend to destroy that harmony and good feeling which have hitherto existed in the various sections. As the common

school system has been established, not to give religious instruction, although it provides for it, but to teach the different branches of an ordinary education; there is nothing to hinder the children of various denominations from associating together on the same benches in peace; indeed when they leave, school friendships formed there frequently extend to after life. I wrote once before that it takes the united efforts of men of all creeds to support one good school in a section, a plurality is out of the question. To cry out about 'godless schools and the danger of the faith and morality of children,' &c., &c., comes with a very bad grace from those men, who for years looked on and beheld with indifference the schools occupied by a set of pedagogues, the majority of whom were notorious for intemperate habits and worthlessness; they could not but know that these incompetent teachers sometimes taught *three* different catechisms in the same school; yet not a whisper then about 'danger to the faith and morality of the children.' But now that a most respectable body of men is instructing the rising generation, our noble Common School system is recklessly assailed, and an attempt made to strike at its very root. I do not know of a single locality in this part of the country where a separate school could be established with the least prospect of success. Let clergymen give the necessary religious instruction to the children of their own denomination and allow teachers to attend to secular education, since separate schools in country places are not practicable. This is the common sense view of the subject."

30. *The Reverend John Bell Worrell, Elmsley North*: "With respect to the two columns directed to be answered in the general remarks, the township has recently procured £100 worth of books. The library is not yet opened, nor is it decided in what way it shall be made available for public use. With respect to the column relating to school lectures, it will be seen that but one has been delivered; this is simply from the bad state of the weather on the days advertised for delivering them. Upon the whole I am satisfied the schools are in an improving condition, but it would be much more rapid if the trustees could procure a better class of teachers. I believe they are willing to increase the salaries, but from the present class of individuals who mostly resort to teaching with no intention of making it a profession, very little can be hoped. Probably the influence of the Normal School may in course of time be beneficially extended to these parts."

31. *The Reverend Alexander Mann, A. M., Pakenham*: "During the past year some of the teachers in this Township discharged the duties of their office with ability and cleverness; where the case was otherwise, I do not think the blame was wholly attributable to them. I believe that in every instance they acted to the best of their ability; at the same time, it would doubtless have been more for the good of the youth in some sections, and more satisfactory to all concerned, if the instructors had been possessed of higher attainments. The difficulties caused by teachers leaving their charge before the expiration of the year, to which your attention has been repeatedly directed, are removed, or in the way of being removed. If it has not already been effected, I have good reason

to think that an arrangement will soon be made as satisfactory to the parties interested as could be expected, taking every thing into consideration ; but all that has been amiss relative to educational affairs in this township, with respect to teachers or others, has been caused, not by any deficiency in the School Act, but by not adhering strictly to its provisions. It affords me pleasure to state that the Holy Scriptures have been introduced into all our schools. I may add that notwithstanding the fears of some to the contrary, no serious opposition was made by any party to their introduction. If, indeed, there was any improper feeling in reference to this matter, I have reason to believe it has ceased to exist. Respecting school libraries, so far as I am aware, the regulations are strictly carried out ; those who are residing within a reasonable distance of the places where the respective libraries are kept, appear to have availed themselves of the privilege thus placed within their reach. This may be one cause why the taste for reading amongst the inhabitants of this township is increasing."

32. *The Reverend John McMorine, Ramsay* : "In reference to school lectures, as at present conducted, if my experience in the matter decides anything, they are almost entirely thrown away. Few parents attend, sometimes none ; in consequence, I now generally make a few remarks to the children which can hardly be dignified with the name of lecture. I humbly submit that, were two or three Local Superintendents enjoined to meet once a year, in some central place in each township, and make conjoint addresses in the evening on subjects connected with education, after using all proper means to bring an audience together from the different school sections round, the meeting would be much more exciting, and would probably serve to do more good. The books in the libraries are extensively read, with what effect it is difficult to say. The influence is rather to be inferred than seen, but I have no doubt that the intelligence of our youth will be gradually promoted, and probably also their habits. Entertainment at home is one of the best preservatives from social irregularities. There is an evil which the school law, as it exists, does not seem to provide against, and that is, the admission of persons to the rank of teachers who are under age. Several mere boys have, of late, presented themselves at the County Board for examination, and being morally and intellectually qualified, we had no power to refuse them certificates. These sometimes obtain schools, and are found, on account of their youth, incapable of maintaining order, or of securing the respect of the older pupils. I may be allowed also to mention another evil ; it is the practice of giving teachers certificates which hold good for a number of years. These are founded on the possession of superior professional accomplishments, but they form no guarantee against the loss of moral fitness for the office of a teacher. Would it not be well, therefore, that all *schoolmasters* would annually furnish a certificate of good character to the Board. As spontaneous accusers seldom come forward, it may often happen that a teacher holding such a certificate will continue to teach long after he is morally disqualified. Our schools remain much the same as when we gave in our last report. A desire for cheapness inclines many to hire female teachers. The Grammar School at Carleton

Place sent forth last year several young men, well accomplished, but not one of them has taken a school in this township. A short-sighted parsimony continues to drive away the best teachers; still, however, we have a few that are able and efficient."

X. COUNTY OF RENFREW.

33. *George Brown, Esq., Admaston, Fraser, &c.*: "I am happy to be able to report that the importance of providing education for the youth of our common country seems to be gaining strength in the minds of the parents and guardians of the rising generation of the township, of which I have the honor to be Local Superintendent; and I trust that the period is not far distant when the intelligence of the youth who are now training in our common schools, to fill the various walks of life, will place the Province in the proud and safe position to which an educated and moral population must ever elevate its country. The prosperity and success that has attended our common schools must, in a great measure, be ascribed to the non-sectarian system of education which is taught in them, and the able, industrious and careful manner in which you have conducted the department of which you have the chief superintendence. The future prosperity of our system will, I am convinced, greatly depend upon strictly adhering to this non-sectarian principle, which is calculated to break down that middle wall of partition that bigotry and prejudice would wish to build up, and thus divide, and consequently weaken, the efforts of the friends of education, who desire to establish a system for the youth of our common country, that will teach them to agree, or to differ without hating one another, as to the manner in which they will worship their common Father. For your talented and able advocacy of this enlightened and sound educational policy, you deserve the thanks of your country, and are sure to receive the well-merited approbation of posterity."

34. *Felix Devine, Esq., Bagot and Blithfield*: "The rather meagre average attendance which my report presents may be ascribed, I believe, to two principal causes; the first and most general one is, that this township is backward in position and thinly settled, hence, to organize a school section, a large area must necessarily be embraced, and consequently those living near the boundaries (however central the school house) cannot attend but at certain seasons of the year. The other, but more limited cause, is that the River Madawaska runs through two of the sections of this township, over which there is no bridge to cross, thus rendering it impossible for the children, on many days and during certain seasons, to cross to the school from the opposite side. These adverse circumstances leave the burden of supporting the schools very heavy on such parties, when we take into account the partial benefit available to them under existing circumstances."

35. *The Reverend S. C. Fraser, A.M., McNab*: "I am sorry that I cannot report very favorably of the state of our schools during the past year. In some cases a change of teachers and in others a want of confidence in them, have con-

tributed to interfere with the attendance and progress of the pupils. There are, however, some under my superintendence that give me great satisfaction. I have succeeded in getting excellent maps for No. 5, and I believe that before the expiration of the present year, the majority of our schools will have procured those desirable necessities from the department. The terms are so liberal that most of the trustees have determined to use their efforts to order the maps, and those of No. 5 are intent on purchasing the nucleus of a sectional library. You will see by the report that only a comparatively small amount has been raised by rate-bill, five-sixths have been collected by a property tax. There is a prospect that, at no distant period, the whole amount will thus be raised. The average rate in the sections where it is tolerated is much less than last year. The attendance at the free schools is so much larger than in the others that the greater portion of the granted money is divided among them. You perceive that the separate school established in Section No. 6 is a thorough failure. There is now a prospect of better things; the separate school is dead or dying, and the common school is beginning to manifest signs of vigor."

36. *The Reverend Richard M. Hammond, Westmeath*: "The great obstacle to the progress of education in this Township is one which is more or less felt in every locality, viz., the want of thoroughly educated and well-trained teachers. There is, however, reason to believe, from the increase of population, the construction of railways, making accessible the advantages of older communities, and chiefly from the dissemination of correct principles by the various agencies now engaged in the work, that this and other evils will shortly be remedied. We have already a few sections in which efficiency in the teacher is considered a better recommendation than cheapness, and where well-trained students from the Normal School, could they be induced to come so far from Toronto, would be well remunerated. As far as I can ascertain, our Township Library is exercising a good influence, and the regulations respecting the books are to a great extent observed. A large proportion of those mentioned in my report as being unable to read are French Canadians, many of whom are making laudable exertions to educate their children, and for this purpose unite most harmoniously with their Protestant neighbours, so that no demand has, as yet, been made for separate schools. How much more pleasant would it be for all parties were this state of things universal. As regards accommodation, great improvements have been made during the last five years. There is now a school house in each section, and one, a neat, commodious frame building, was erected last year in No. 2, at a cost of upwards of £120. I am sorry to have to state that none of our schools have as yet been furnished with maps or apparatus, but this will not long be the case, as measures have recently been taken to procure them, on the very liberal terms proposed by the department.

37. *Andrew Irving, Esq., Pembroke and Stafford*: "There is quite a growing interest manifested in all the sections of the Township of Pembroke; this must be attributed solely to the admirable system of education with which Canada is blest. Before the present school law came into operation, there was

nothing but apathy and listlessness abroad on this vital question ; now everything is changed ; our meetings are well attended, and all parties seem to take a personal concern in the matter. It is to be hoped that bigots, and abettors of ignorance of every class and grade, will soon cease their petty opposition to your praiseworthy efforts to give to Canada what her growing importance so much demands, a system of education in which our common Christianity is recognised and acknowledged, and denominational sectarianism discountenanced and discouraged. I hope that the friends of education, both in and out of the Legislature, will consider it their duty, not only to oppose any further extension of the separate school system, but set themselves at once to work to bring about the repeal of the sectarian clause in the law, which has wrought, and is still working, so much mischief, in every part of the country where separate schools have been established. A system of education purely secular is what Canada wants, and, I am satisfied, is what Canadians are determined to have."

XI. COUNTY OF FRONTENAC.

38. *John Spring, Esq., Storrington* : " In transmitting my report for 1856, together with some remarks on the working of the school system here, I may say that, having had some knowledge of the working of the Act, and very little of the duties of a Local Superintendent, I commenced on the 1st day of April last. I found that there was not a qualified teacher in the township. Some had once been, but had resorted to farming, and from farming to teaching again. Others had come from distant counties, having certificates of qualification, but none had obtained them from our Board, consequently were all disqualified until the Board met in May, when five obtained second class certificates, and one desisted from teaching ; the school section to which he belonged employed another of the same kind, and in consequence deprived itself of any share in the legislative grant, as none but qualified teachers can receive any part of it. There are, in this township, trustees who can neither read nor write. I mention this in order to show that the selection of such persons is injurious to the carrying out of the Common School Act ; and that men are appointed entirely unfit for that important office ; the appointment is often made through improper motives, either to advance some party spirit, or for the purpose of engaging a particular friend, whose knowledge of conducting and regulating the affairs of a common school is very superficial. This part of the Act requires change, and the alteration I would suggest would be, to cease the appointing of trustees at our annual school meeting, and on the first day of January in each year elect one for each ward, in townships divided into wards, and five in each township not so divided, forming a Board of Trustees. This would, I think, frustrate any design of electing friends or partizans, as the interests would be so diversified ; but it may be said that we have that privilege already, although the practice will never become general until a law of compulsion is passed. Of the schools in this township, four are free, one collects from the attending children tenpence per month, and the other fourpence. The salaries of teachers have, in some instances, more than doubled ; this is owing to a scarcity of these useful individuals. Some who

formerly taught for five and thirty are now paid forty-five and sixty-nine pounds, and one of them is this year to receive eighty-five. I have always been an advocate for giving to teachers, in recompense of their services, a sufficient remuneration, and a good one is always the cheapest; but some change must take place in the examination by the County Boards, otherwise it would be better to appoint a Superintendent for each County, a man well qualified, who would visit each school twice a year, and examine teachers once a year, for the purpose of granting certificates. I have always been desirous that the schools should be free, but this cannot be expected while so many individuals hold such large tracts of land in the country. There is certainly a large majority of the population of this Province desirous that the public schools should be free. With respect to maps, apparatus, and public libraries, I have been using every exertion to induce the council of this township and the trustees of each section to petition the council to appropriate some portion of the Clergy Reserves towards procuring a public library, or one for each school section, which would, I think, be the best, as the teacher might take charge and give out the books on Saturday. But how shamefully have the proceeds of this fund been squandered, in a different manner from what was originally intended. Those who were the greatest advocates for the secularization confess that they have been deceived, and that it was for educational purposes alone that they thought it would be appropriated, and not for the purpose of road making."

39. *Edward Murray, Esq., Wolfe Island*: "There are now fifteen schools open in this township, including the separate school. The people in all the sections are anxious to support them, but they do not seem aware of the necessity for providing proper libraries, maps and apparatus. It is to be hoped, however, that as they improve in other respects, the want of such means of education may be felt and supplied."

XII. COUNTY OF ADDINGTON.

40. *Daniel Fowler, Esq., Amherst Island*: "During the year 1856, the business of this Township proceeded with regularity and harmony; there were no difficulties nor dissensions, such as I had the misfortune to experience the preceding year. The schools were in operation, upon the average, for not less than nine months, but the attendance of the children was not such as I can report to you with satisfaction; this is the most serious evil which we have to contend with, acting disadvantageously in various ways, upon both teachers and scholars, and does not appear to be susceptible of any easy or obvious remedy. Here, at least, the freedom of the school does not appear to produce a more favorable result. I should be glad to see a rather higher qualification for teachers generally; in some instances that have come under my notice there was great room for improvement. The school house No. 4, which was destroyed by fire, is in process of being replaced by a substantial stone building, which will be of good size, well lighted and ventilated. This example will, I hope, be followed in other sections."

XIII. COUNTY OF LENNOX.

41. *John J. Watson, Esq., Adolphustown*: "The report for 1856 varies but slightly from that of the preceding year, the total amount of expenditure being £114 3s. 7d; the number of children of school age 204; the number upon the register 142, thus leaving I regret to say, more than one fourth without any instruction at all. The desire of wealth still pervades the public mind, more than the thirst for knowledge, the school law has done much, but the people might have done much more. Municipal and local taxation may be ample in some localities; although not compulsory, but they are sadly deficient in others. That liberality so much desired is not always to be found, and, while relying on the fundamental principles of the system, experience has taught us the necessity of some further improvement; not only to provide the place; but compel the parents to send their children, when I see our people appreciate the education of youth, so as to make the school-house the ornament of the neighbourhood, an attraction to visitors, with a teacher well qualified to discharge the duties of his honorable position, and parents and guardians of children taking a lively interest in their intellectual advancement, I shall then think that we are performing our duty, and progressing towards our proper destination."

42. *The Reverend John A. Mulock, Fredericksburgh*: "Education, I am happy to say, is making good progress in this township, as may be seen from the improved salaries of the teachers, and the total absence of 3rd class certificates. It is to be regretted however that in the majority of our schools the voice of prayer is never heard: the new regulation being in a great measure a dead letter. The desire for free schools is on the increase, which I conceive to be the strongest proof of progression in the right direction; and our old unsightly and unhealthy houses are giving place to good, creditable and well ventilated buildings."

XIV. COUNTY OF PRINCE EDWARD.

43. *John B. Denton, Esq., Ameliasburgh, Athol, &c*: "The libraries in this county are doing their work silently, though surely; prejudice exists against them in some localities where persons do not know what is profitable to themselves or others. I have long been endeavouring to awaken a desire among the people for reading in other townships, and I think I am about realizing the desired reformation; but I have been so often mistaken before in the signs which denote true penitence that I do not venture to predict an instantaneous conversion. However there is every reason to believe that all the townships in Prince Edward will be supplied with school libraries before the expiration of two years. I have for some years past looked forward with increased expectations, believing that the new year would witness a more bountiful supply of teachers until I have become wiser or discouraged, and shall, when I can do no better make a virtue of patience. But among our many disappointments it is cheering to know for a certainty, that the present school law has worked wonders in establishing order and system; and I believe that in process of time all your most sanguine expectations will be realiz-

ed.' The establishment of a model school in this county would be attended with the most beneficial result. I am convinced it would meet with a very favorable reception from all classes and receive that patronage, which no other distant similar institution could possibly command. I must say that the majority of our teachers are females, with but a very limited amount of information, both as regards the science of teaching, and the subjects taught. Many of the young persons, who would follow teaching, have not the means to go out of the country for instruction; and if they had, it is not probable they would do so, when they could obtain a school without. There have been many unions of schools during the past year, which will be attended with many advantages. The frequent changing of teachers and the consequent vacancy of schools are evils which will be modified in a considerable degree by large divisions; and if there could be a convenient place of abode for the teacher near the school-house, with a small garden attached, it would be an inducement to men with families to engage in this profession, and give a permanency to the occupation which it does not now possess, nor ever will from the migratory class who follow it just so long as will enable them to raise the means to engage in some other calling more to their taste or advantage. Although my remarks have not been very flattering to the progress of education in our county, yet I must say in justice to some teachers here, that they are rarely surpassed in their profession; and judging from the manner in which their services are appreciated, I am confident there is no difference of opinion among our population, relative to the reward due and the benefits derived from the employment of talent when it can be obtained."

XV. COUNTY OF HASTINGS.

44. *John Johnston Esq., Hungerford*: "I have done what I could to promote the advancement of education by persuading the teachers and more wealthy inhabitants to exert themselves. In a few cases I have succeeded as you will observe by the number of schools furnished with maps and apparatus. I had formed plans of proceeding this year, which I hoped would be useful. Namely to apply for help for some of the poor sections, in order that they might get another start. I had also succeeded, after two or three years earnest importunity in obtaining a grant of twenty-five pounds from the Municipal Council for the purpose of procuring a township library. I had with great care selected from your extensive and valuable catalogue such books, as would in my opinion, suit all classes of readers in our township to the amount of the sum which we were about to remit. I intended to take charge of the books myself and to use all my influence to make them profitable to the inhabitants; but just as the letter was ready to have the Corporation seal applied a revolution took place in our Municipal Council. Nearly all the old members were voted out, the new ones having succeeded by promising retrenchment and economy. I lost hopes of being able to carry out my plans; I resigned my office; I took back the list which I had selected, and prepared to give up my papers to my successor. In section No. 18 there are 40 children reported as not attending school. I have referred to this in a marginal note to the general remarks; the truth is I had become tired of copying the trustees ever ready answer

of carelessness. It might with more propriety be referred to a lazy negligence that pervades all classes of the inhabitants, teachers, trustees, parents, and children; nothing less than a legal remedy will ever be efficient. I come to this conclusion by considering what pains have been taken by you in circulars, reports, &c., and monthly in your earnest and able addresses through the Journal of Education. Again I would observe that verbal addresses are comparatively ineffectual, for though my reports do not record many lectures, I have exerted myself to the utmost of my humble abilities to benefit the schools by travelling through the different sections for the purpose of settling disputes, and giving such advice as I judged profitable; and now that my term of service has expired, all appears as useless. In section No. 11 the report does not show much prosperity; but I have succeeded in uniting to it a portion of Tyendinaga, which will enable a better school to be supported in it this year. In conclusion I will say that I have ardently wished for the prosperity of Hungerford, and have used my best abilities and exertions for more than twenty years with this sole object in view; and may you spend many happy years to mature the system, which you have so happily rendered an honor and an incalculable benefit to Canada."

45. *James J. Ryan Esq., Huntingdon*: "Though our schools in this township are not so far advanced as might be expected, yet they are beginning to make progress, and there is good hope of their future as the people in general take an interest in the matter. This township has been divided into too many sections for the population, every man wanted the schoolhouse in his section convenient, and the want of this is certainly one of the greatest detriments to the carrying out of the system. Small sections could not afford keeping in operation the school under a poor teacher more than six months in the year; and they could not afford to pay a good one; under such a plan by the time the school was in operation again the pupils had forgotten what they learned during the six months; but now the people begin by experience to see the loss; and find where there is a large section they have no difficulty in building a good house and keeping the school going during the whole year under an efficient teacher; in large sections also the school is generally full. The consequence is that the people are determined to have fewer and larger sections; the contention is no longer about the locality of the house for the convenience of all nor opposition to the free system. The municipality of this township have this year placed at the disposal of each section where a school is in operation, six pounds to purchase maps, apparatus and books.

46. *George Wiggins, Esq., Marmora*: "The schools of our township are on the advance as regards improvement; free schools are increasing and a general interest is being felt in reference to them; and I may add that those conducted on this system are in a much better condition than the rate bill schools; with respect to libraries I am glad to state that the Township Council has voted £50 for procuring one, and considering the depressed state of the funds this shows a willingness in it for the information of the rising generation. I trust that in my next report I will be able to say that all our schools have maps apparatus, &c., as the council I hope

will give a greater sum this year. There is more energy and intelligence among the trustees and people generally this year than last. On the whole I am happy to say that the general business of the schools progresses favorably."

47. *Joshua McLean, Esq., M. D., Rawdon* : "I regret to say that in this locality I cannot speak of the progress of education, so favorably as I would wish. Trustees are or seem to be appointed merely to quarrel with each other, to the great detriment of the successful operation of the various schools so unfortunately situated ; it is therefore not surprising that education here is rather backward than otherwise. You will observe by the report that the schools have not been so well attended as in former years ; and I am more confirmed in my opinion that the free system is the only remedy to prevent strife, and to effect the successful operation of the Act. In the localities where this is established all appear to pull together and work harmoniously, although the people are poor in comparison with other sections."

48. *Thomas D. Farley, Esq., Sidney* : "We have been endeavoring to enlarge our sections and in most instances have succeeded. We have erected one log, and two frame houses where we have not before had a school house ; in doing so, we encounter difficulties and opposition. Everywhere there are to be found some individuals opposed to taxation, especially as regards education ; amidst all we have made a steady advance in attendance and improvement. As a general thing throughout the township the people act wisely in the selection of trustees ; they choose those best qualified for the office. In my opinion the carrying out of the system depends principally on the trustees. During the four years that I have been superintendent of this township, I have noticed that in nine cases out of ten the disputes and law suits that have arisen, have been caused by the trustees not acting judiciously. Some of the schools are in an active and interesting state of progression, in others there is a want of energy. The system of teaching generally adopted and practised is commendable, our public library is decidedly popular, if I may judge from the use made of it ; and of its beneficial effects there can be no question, the appetite for reading increases rapidly. At our annual meeting, it was carried by a majority of twenty to one that the Clergy Reserve money should be appropriated to education."

49. *William Sills, Esq., Thurlow* : "In transmitting my annual report, I wish that I could do so, with more satisfaction to myself and to the department. There is an unpardonable lack of interest in the discharge of their duties on the part of parents and trustees. The acts of the former show that they consider the work done, when they have contributed their apportionment towards building the house, and furnishing the necessary apparatus, and the latter when they have employed a teacher. Instead of the trustees and parents visiting the school and witnessing for themselves the labors of the teacher, and encouraging him as well as the children, they too frequently find fault in presence of the children. The child listens to the parent, and forms his opinions by what he hears ; in cases like this all authority is lost, some sections are doing well, while others acting on the preceding principle are not. The free system is the only one, opposed to all sectarianism,

that will fully carry out the laudable and praiseworthy exertions of the government in the education of the youth of our country."

50. *Frederick Warwick, Esq., Tyendinaga*: "I cannot say that there is any great improvement in the schools of this township; one great cause is the low standard of the qualifications of teachers. The trustees might obviate this, by not employing such inefficient persons; but they can be hired cheap, and that is too much the consideration. I think the Board of Public Instruction should not grant third class certificates, as they are too low a qualification for any teacher. The rate bill of fifteen pence or less does not give that satisfaction which I expected; I find it does not fill the school house as well as the free system. At the annual meetings where the people are called on to vote on the manner of providing for the expenses of the school, they allow themselves to become so excited that it destroys the harmony and peace of the section, and consequently hinders the cause of education materially; the only remedy is for the legislature to make every school free, and thus prevent contention; the people would soon be reconciled to it and pay just as readily as they do the municipal tax. I anticipate great and lasting benefit from the library which will shortly be obtained for this township. The council in answer to my petition has granted £125 out of its share of the Clergy Reserve Fund; a noble act it was indeed. The Journal of Education is looked for with interest by the people and I think it is the cause of doing much good."

XVI. COUNTY OF NORTHUMBERLAND.

51. *Edward Scarlett, Esq., Alnwick, Brighton, &c.*: "Although education is making progress among us, yet a terrible incubus still presses with a deadly weight on a great many of our schools, notwithstanding the efforts that have been put forth for its removal. You will observe by my report that little is taught but reading, writing, arithmetic, geography and grammar, and these so badly, that very little permanent good accrues; good reading which of all other attainments is indispensable to a free people, is anything but well studied; no matter how many subjects children may learn, or have the name of learning at school, if good reading is not one of them they never can become strong minded or intelligent. But if they understand how to enunciate words clearly and distinctly, with reference to accent, pauses, and intonation, and to reflect on the meaning of each sentence while reading it, and ask themselves the question, do I comprehend what the author intended to be understood in the passage under consideration? and cautioned against proceeding until a clear idea was formed, we should have no fear, (no matter what else was neglected) that the youth of our country would remain under the tyrannical influence of ignorance. But it is deeply to be deplored that this is not generally practised by our teachers. Few, indeed, of the children, even those who have the reputation of being advanced, can read fluently a paragraph in any popular book, and repeat the substance thereof, when they have finished. Writing is so badly taught by some of our teachers, that it would be more creditable for themselves, and better for the pupils to leave it undone. It

is exceedingly strange that some of our best pensmen have not the power of communicating their skill to others in this department of primary instruction. I have observed that those who succeed in teaching writing have a proper time, daily, for attending to it, and during that period they will allow no other business to proceed in the school room. They keep incessantly moving from scholar to scholar, talking about the position of the body, the mode of holding the pen, the size and regularity of the different letters, occasionally giving examples with a piece of chalk on a blackboard, or directing the pen of some careless one and showing him what might be accomplished by taking pains, &c. In arithmetic, few of our teachers aim at thoroughness even in the mechanical parts. We almost daily when examining, meet with this deficiency. We have often been pained at beholding pupils who had the name of going through the arithmetic totally ignorant of notation and numeration, and if called upon to mechanically perform an operation in the other fundamental rules, would either fail altogether or perform it in such a manner as counting the figures, or some other stupid method, so as to disgust any rational being. I have observed that those who impart calculating knowledge in this style either allow one pupil to show another or work the problems themselves, making the instructed passive creatures, and undermining that self reliance, which is of such incalculable importance to beings created as we are. A few of our teachers, for we have some who really deserve the name, are very successful in imparting a knowledge of this portion of scholastic education. They commence at the same time, with the first book of lessons either from the numeral frame or a substitute, such as apples, coppers, marbles or other tangible substances, with which the student may be familiar; and by causing them to perform mental operations with those objects it is astonishing at what an early age, they become adepts in calculation, when these first introduce pupils to text books on the subject they do not allow them to pass from the simple rules until they can perform with ease, any sum in addition, subtraction, multiplication and division; they make them know the signs, and become familiar with the technical terms of arithmetic, which serves greatly to facilitate their future progress in this science; when the pupils commence to apply these rules to the solution of problems, they are allowed to work them themselves, after which they have to give reasons. Sometimes it will happen that a sum will prove too difficult for the junior members, and they cannot manage it very well; after trying repeatedly without succeeding they state the difficulty to the teacher, who, instead of discouraging and making them lose self respect by working it, or using some silly epithet as "blockhead" or worse, he causes them to read it, and asks a few leading questions, always giving time to answer, and never answering himself, which is too often practised by the inexperienced, and those who know not how to train the youthful mind to habits of accurate thinking; and if a wrong reply be given, he judiciously convinces them of the absurdity of such reply by propounding a few sensible questions. By way of illustration, take the following example. A man bought 32 sheep, at £1 2s. 6d. each, how much did he pay for them? James, very likely, before reading the problem and trying to comprehend it, would go to some of our teachers, who would either take the slate out of

his hands, and work it himself, or a dialogue of this kind would take place. Teacher—What is the matter James? The boy who understands his master better than himself remains silent. Teacher—You want to find the price of 32 sheep, don't you? Boy—Yes, sir. Teacher—Then you should multiply by 10 and by 3, and add twice the top line, should you not? Boy—Yes, sir. James goes on similarly with the remainder of his arithmetical lessons, and after some years spent in this useless course, is found by his parents or guardians to be worse than when he commenced, for had he been left to himself, common sense would have taught him better. But one of those faithful instructors whom I previously described, would not use James in such a manner, he would proceed as follows. Teacher—James, what do you want to find? If no answer was returned, he would send the boy to his seat, until he understood what he wanted, or ask him to read the problem, afterwards he would go on. James, what do you want to find? James—The price of 32 sheep, sir. Teacher—Do you think your father would sell 32 sheep for four dollars and a half? James—Oh! that is the price of one sheep, sir. Teacher—You want to find the price of—. Boy—Thirty-two sheep, sir. James who has been previously trained in composite numbers, and the method of resolving them into their factors finds but little difficulty in now performing the mechanical solution of the problem; or if he does, the teacher soon sets him right by the rational method of talking. Suppose James proceeds:

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James—I can't get the answer, sir. Teacher—No matter, James, about books, have you performed the operation according to reason? James—I have tried, sir; Teacher—Very well, let us see, what is the one pound two and six pence? James—The price of a sheep, sir. Teacher—what is the £33 15s. 0d. James silent. Teacher—How did you get it? James—By multiplying the price of 10 sheep by 3. Teacher—That will get what James? James—The price of 30 sheep, sir. Teacher—What is the £67 10s? James, who now begins to reason, exclaiming, I see I am wrong; after finding the price of 30 sheep, I only wanted 2 more, had I multiplied £1 2s 6d by 2, and added the product to the price of 30 sheep, I should have had the proper result. The same rational method is followed in working the more intricate questions; this gentleman never allowing the children to proceed with any rule, until they clearly understood the reason; in short, causing them to study arithmetic, rather by its princi-

ples, than by written definitions not comprehended by them. I would here remark, that after a little training by these intelligent instructors, at the commencement, then pupils gave them very little trouble, while acquiring a thorough mastery of the science ; indeed the trouble they give them, partakes more of pleasure than otherwise, as they behold the expanding minds of the pupils grappling with difficulties, and by force of reason overcoming them. Did time permit, and did I not fear my remarks would be too lengthy, I might show a far greater contrast between the trained and untrained teacher, in some of the other branches taught in our Common Schools ; or the great difference between him who thoroughly understands the being he has to educate, and he who neither understands himself, nor the daily charge committed to his trust. The one labors under a deep sense of responsibility to Him who has placed him over so many intellects, and who requires them to be trained in the way they should go, with a view to usefulness in this world ; and with a higher aim to immortality and eternal life in the next, when this one with its fading glories shall have passed away ; only to be remembered by the course pursued in it as the consequences will bring that course to remembrance ; the other without a gleam of responsibility ever crossing his grossly dark mind, spends as a hireling his day, glad when the glorious orb of light announces in the western sky that the time has arrived to deliver him from

“The noisome mansion, where unskilled to rule
A lazy lounge tries to keep a school.”

The most of our school-houses are built in such a way, and the seats and desks in them so formed as to occasion much unnecessary pain to the pupils who are placed in them, if they be not the cause of many of those diseases which bring hundreds of youths to premature graves. Think of apartments 18 feet by twenty-four with the upper floor 7 or 8 feet in height, with old fashioned desks pinned to the walls, and sloped so as to allow the books a very easy descent, were they not retarded in their downward course by a piece of board, nailed to the desk. The seats are all of the same height without backs, as if purposely got up to inflict punishment on youthful delinquents. Would that the originators were obliged to sit on them six hours per day for a week ; they would then know by experience how to make seats for children. There are however some noble exceptions, some that reflect great credit on the sections in which they are placed, and it affords me much pleasure to inform you that there are others in process of being built. I have noticed one sad defect in these new buildings, i. e. want of ventilation, either they are aired by letting down the tops of the windows ; (which *en passant* is better than nothing) or an aperture is made in the roof ; but it is apparent that neither of these methods can properly ventilate a school-room, and more especially in winter, when airy houses are more needed, owing to the rapid consumption of oxygen in the atmosphere by burning fuel in stoves, and by the numbers of children congregated together during that season of the year. It is a pity that trustees of our schools do not avail themselves of the services of Sheriff Rutan, Cobourg, who thoroughly understands this matter, and who as I am informed, has invented a stove that would ventilate a Common

School-room in about eighteen minutes. The schools in this country are very much in need of maps and apparatus, but it is pleasing to see that many of our trustees are convinced of the evil, and doubtless, ere this year has expired, will avail themselves of the wise and munificent provision of the Legislature placed at your disposal for the purpose of adding 100 per cent to all moneys sent to the department. It would afford much satisfaction to witness the same liberality extended to the purchase of books. Irregularity of attendance is another evil which almost proves an insuperable barrier to those who will have the future management of Canadian affairs, and who receive that education which would fit them for usefulness in the spheres designed by an All-wise Providence. The cause is chiefly owing to an over anxiety on the part of parents to become wealthy. Many of the inhabitants have emigrated from parts where money gave every prominence to its possessor, and have carried to the land of their adoption those early imbibed opinions, hence they make accumulation the great object of existence ; often children are kept at home to work, whose tender years and youthful frames do not warrant such treatment. How overwhelmingly painful it is to those who exclaim in an enthusiastic burst of patriotism "Let Canada arise, and take a high position among the nations of the Earth." to see so many of her free born sons deprived of that education which God and the well being of society demand they should possess, while many of our Teachers inherit a stoical apathy concerning the wants of their pupils in this respect ; and care not, if they get their pittance grudgingly doled out at the end of their term whether the children attend regularly or not ; yet there are many, thank Heaven, who are no idle spectators of this monster evil, but with a sorrow almost bordering on a broken heart, when they see their classes about to be dispersed, implore parents, either verbally or by writing not to spoil their labor ere it is yet properly shapen. It might have been said of the people in this county that very little religious prejudice existed amongst them, previous to the issuing of the Roman Catholic Bishop's Pastoral, in 1856. But although I am convinced that the letter and his Lordship's writings generally against our school system have provoked an opposition, which is rather prejudicial to the interest of catholic teachers in this county, still we have the same number of them, that we had last year ; and I must say, that many, particularly those trained under the direction of the Irish National Board, are very successful. I would also remark, that several with whom I have conversed do not want separate schools, as they have witnessed the many blessings which the non-sectarian principle has brought in Ireland, and who have good sense enough to see and approve of the same element in the Common Schools of Upper Canada, adapted as it is to meet the wants of a mixed community. We have also like other counties, engaged a little in the discussion about 'Godless Schools,' but it has chiefly been confined to the home circle, and has upon the whole thrown much light upon this interesting point, 'should the Bible be used as a Common Class Book.' On one side are arranged the men who assert 'That education which has not the Holy Scriptures for a foundation is dangerous in the extreme to a civilized people, as infidelity is always its legitimate offspring, therefore the inspired Word of God should be

taught.' On the other a numerous body, who deeply revere the Bible and its Almighty Author, reply, 'We acknowledge freely your premises; but deny your conclusions. We believe that the proper instruments to inculcate the great truths of Christianity, and indelibly engrave them on the hearts and minds of young persons are parents or guardians, Ministers of the Gospel, or Sabbath School Teachers.' If the former would from the first dawn of reason lead their little one's by the hand into a closet, and there, by earnest, persevering, holy aspirations teach them to pray, always associating the reading of Holy Writ with such exercise, imploring God to give themselves and children the Spirit of Wisdom to understand the great facts of the Gospel; if the latter would in pastoral visits leave a kindly word to the young, and in sermons provide a little well chosen food for the lambs of their flock, and by religious well-ordered lives stamp the truths on their hearts, which time after time, they have sown in their memories, we would have no fear of their ever becoming tinctured with the foul principles of infidelity; but if the Bible be made a Common School book, and the reading of its sacred pages associated with punishment for mispronunciation and badly got lessons (as is notoriously the case,) we fear much that the abettors of such a scheme will be sadly disappointed in their anticipations of raising up a nation 'To fear God and work righteousness.' How often have the lovers of a God abiding people been disgusted at beholding some misguided parent or teacher assign a portion of the Bible to be committed to memory as a punishment to a wayward youth. If it is to be used in the Common Schools, if parents or guardians wish it, let some practical portions be pointed out for committal to memory, such as the Sermon on the Mount; the Parables; the 13th chapter of Corinthians; 8th of Romans; the Proverbs of Solomon; and the Psalms; never giving more than 2 or 3 verses to be learned in one day, we think that great good would result from such a course; but to use the Scriptures as an ordinary class book, to have its reversed pages disturbed thereon, (as every traveller witnesses in visiting schools, where it is used,) is a course repugnant to the spread of that morality which a God fearing nation displays in its actions, and manifests in its existence."

XVII. COUNTY of DURHAM.

52. *The Reverend T. W. Allen, Cavan*: "There is some improvement in the schools of Cavan during the past year, particularly, I might mention, in geography, owing entirely I think to the increased use of the maps furnished by the Education Department. I trust before long, that I will succeed in inducing every board of trustees under my superintendence to obtain a full set of them: for wherever they are I find a good geography class; and where they are not, a geography class exists only in name. Free schools, where introduced, appear to have worked satisfactorily. I might mention that a large brick school house, containing separate rooms for male and female students, is to be erected during the coming summer, in section No. 11, Millbrook. On the whole, matters connected with education look encouragingly in Cavan."

53. *The Reverend John Climie, Darlington*: "In spite of all the lecturing and

advice given, it seems imposible to obtain correct minutes of school proceedings ; indeed, in some sections there is not any minute book at all, trustees are afraid of incurring expenses and difficulties ; and arbitrations are the result ; particularly a defective annual report. However considerable interest is taken in education, and much improvement in the amount of expenditure ; therefore, we have a superior class of teachers employed. In this region of country, there are strong sympathies with you in your defence of secular education in opposition to the attempts of hostile ecclesiastics to destroy our common school system. Sectarian schools would soon destroy the noble structure, which under God, you have been enabled to raise ; and we trust that the thin end of the wedge will never enter, in order to the maturing the plans of those who contemplate handing over this fair province to the management of a foreign potentate."

XVIII. COUNTY OF PETERBOROUGH.

54. *The Reverend Francis Andrews, Otonabee* : " Our schools in this township are getting along well at present. The sectarian agitation which last year existed has subsided, and the people in general appear contented with the system. I am sorry that we are so deficient in libraries, and in maps and apparatus ; but still it is difficult to impress the people with their own advantage on these points. Our teachers are in general efficient ; but not so much, as if they had been trained in the Normal School. In some sections there are Trustees whom no person would please ; there is a cry got up of inefficiency without any regard to truthfulness. This operates badly, young men of excellent qualifications for teaching, feeling themselves too much exposed to popular interference, strive to get rid of the work as soon as possible. For my own part I should like too see our schools freed more from sectional influence, and I think this would result in the welfare of education ; it would make the office of teacher more permanent ; it would encourage young men to remain at the occupation, and, instead of making it the stepping stone to a profession rest satisfied with teaching."

XIX. COUNTY OF VICTORIA.

55. *The Reverend Gilbert Tweedie, Fenelon and Mariposa* : " I have much pleasure in stating that the schools under my superintendence are, with one or two exceptions, in a prosperous condition. Soon after taking office in April, I paid a visit, and examined every one in both townships. I am now, and have been for some time engaged in visiting the schools for the second time. I examine each one, and at the close deliver a lecture on the subject of Education. Except in a few instances these lectures have been much better attended than I anticipated ; the improvement on the whole is very satisfactory. The teachers are generally persons whose hearts are in their work ; the people also are beginning to see that the best qualified teacher is the cheapest, hence the demand for first class men is greatly increasing, especially with regard to the township of Mariposa. Hitherto few of our schools have been supplied with suitable apparatus, many of them were even destitute of a blackboard, hereafter Mariposa

will be to a considerable extent supplied, the Municipal Council having appropriated from the Clergy Reserve Fund, ten pounds to each of the sections of the township, for the purchase of library books, maps, and apparatus. I am sorry that the Municipality of Fenelon does not see fit to appropriate something from the same source for the benefit of education. I am sure their sections stand much in need of it. One public library exists indeed in this township, but it has not been sufficiently long in existence for me to be able to judge concerning its influence upon the people ; I am satisfied however that it has been beneficial, and the regulations are strictly attended to."

XX. COUNTY OF ONTARIO.

56. *Alfred Wyatt, Esq., Brock* : "I have pleasure in stating that at present every school in the township is in operation. I was much pleased during my visits to the several schools ; the children were attentive and anxious to be examined. Two sections furnished themselves with Johnston's large maps from the Educational Depository, this present year (1857,) two more have procured the funds for the purchase of the complete set in case of Johnston's large maps."

57. *Ebenezer Birrell, Esq., Pickering*. "We have had twenty-three schools within the township this year ; and all were regularly taught by teachers certified to be qualified for that arduous and important profession—at least in a secondary degree. Our schools may be divided into three classes, the greater number being in the first class, and well taught by men who to their certificate of scholarship add the talent of governing properly, and communicating knowledge. In these, about fourteen or fifteen in number, whatever advance the pupils have made, they have acquired a knowledge of the ground over which they have travelled, and the principles on which the rule they work on depend. The second class may consist of about five schools ; in these, the pupils have a less thorough acquaintance with the branches learned ; the definitions, the rules, and tables are not so perfectly committed to memory, or so carefully revised, and kept before the scholars as in the first class. The third class, fortunately few in number, consists of those schools where individuals interfere with the teacher in an irregular manner, where the latter is frequently changed, and where he is himself decidedly deficient in those qualifications, apart from scholarship, that constitute a good teacher ; yet in these schools some children do learn, but this seems altogether to depend upon themselves, and not upon their instructors who neither teach nor rule well. In all cases the trained, and thoroughly qualified teacher is the cheapest, and none other ought to be employed in such a township as Pickering. The most grievous ground of complaint however is the carelessness of parents, who take no interest in the schools, never attend public examinations or call at the class room to see how the children are getting on, or speak a word of encouragement to either them or the teacher. We have some sections which are exceptions to this too general rule, where the latter is well paid and retained for a series of years. The few libraries established are no doubt performing a silent but beneficial effect ; as yet however they are much more the

evidence of intelligence and liberality in the few active individuals who were the chief cause of their establishment than of those qualities as a result of their influence. I visited every school in the summer months without intimation, and again every one in which there was a change of teacher ; I also lectured in each, except in one or two, where the examinations were protracted, so as to leave no time for a lecture, in these cases a short address was delivered."

58. *The Reverend R. Monteath, Reach and Scugog* : "It is a matter of some satisfaction that all the schools in Reach and Scugog have been in operation during the year ; one of them, only for half the time. I can honestly say, too, that in several of the sections both the performances of the teacher and the acquirements of the pupils have yielded me no small pleasure. In others, matters have been found to be very different, the fault chiefly attributable to the teacher, although not always so ; and in one case, at least, I am gravely considering whether I should not suspend the County Certificate, so thoroughly inefficient are the labors of the teacher, but I cannot doubt, at the same time, that under the surveillance of the county board, and the stimulus of the local superintendent, matters will gradually improve. One thing in particular has struck me as requiring correction in several of the sections, I refer to the fact that scholars have been taught from books by far too difficult for them ; it is altogether unwise to allow the student to make use of the third or fourth book when one of the earlier ones could scarcely be read with decency ; and yet I have found whole classes, before reading the words of the third book, obliged to spell them. Why not continue longer in the second book ? I have always censured the practice referred to, and the frequency of it is the only reason (a strong one too) for which I notice it here.

59. *Abraham Bagshaw, Esq., Scott and Uxbridge* : "I have much pleasure in stating that the people in this township appear more desirous than formerly of obtaining educated men as teachers in their schools. The free system is generally adopted. There appears also to be a better feeling between the parties opposed and favorable to free schools than last year. I hope the trustees of our sections will avail themselves of the opportunity of obtaining maps and books through the Educational Depository this year, as heretofore they have been quite unmindful of that privilege."

60. *The Reverend Robert H. Thornton, Whitby* ; "In submitting this report, I have much pleasure in being able to state, that it is in several respects the most reliable I have ever compiled. In the majority of the sections the libraries are resorted to considerably, but in several instances I doubt that the regulations are not enforced, and some instances of refusal to submit to them have occurred, under the plea of illegality. I am not yet able to give any definite information regarding the influence of the privilege enjoyed in the possession of those libraries. One section has not yet taken the trouble to remove its library from the Township Hall, where it has now remained over 18 months. School houses recently erected are of a higher order, and well arranged, and with a few excep-

tions a full supply of maps have been provided for them. Salaries are rising, and are well paid up at the terms with cheerfulness, and the same, may be said generally of the assessment on ratable property. Free schools are making way in the more intelligent of the sections, and some which had fallen back on rate bills in 1856, are now upon the free principle, the rate observed is even below the trifling legal one, being reduced to 10d and 5d. per month, and even that will soon be dropped altogether. There is however a marked improvement in the schools, and also in the sentiments entertained respecting the system of education now in operation. The Catholics of Oshawa (a numerous body,) are quite opposed to separate schools, and some even talk unsparingly respecting the evil "the powers that be" are causing by the position taken on this subject."

61. *David Watson, Esq., Thora*: "Education is rather backward among us; perhaps we would be the better of observing the regulations more strictly. To write this report from those of the trustees, as I would wish, is not possible; yet I know they have done their best. Better days we hope are coming."

XXI. COUNTY OF YORK.

62. *H. Moore, Esq., Georgina and Gwillimbury North*: "In some of the schools there is a decided improvement; but in others, owing to the apathy and indifference of parents in not sending their children as they should do, there is not that support and encouragement given to either trustees or teacher, which a due regard to their own welfare, or that of the community, would naturally dictate."

63. *The Reverend J. Adams, King*: "I feel great pleasure in being able to state that the schools here are improving; the teachers holding 1st class certificates are comparatively few, but there is a growing desire on the part of trustees to employ such when they can be obtained. The second class teachers are, however, discharging their duties with great efficiency. It will be seen from the report, that although but few of the schools are entirely free, yet in all there is an approximation towards it, the amount imposed by ratebills being far below the sums raised by rate upon property. The attendance is still increasing in the respective sections. The township is supplied with libraries, and the books are generally sought after, and read by the people during leisure hours."

64. *The Reverend George S. J. Hill, Markham*: "In transmitting this report I have great pleasure in stating that its contents manifest an increasing interest on the part of the inhabitants of this township in the great work of education. During the year 1856, not less than six new school-houses have been erected, two of them brick, and the others frame, those of sections 8 and 14 are built of brick on solid stone foundations. The new frame-house in section 13 is a very neat and commodious building, being well provided with globes, maps, and other apparatus, and reflects great credit on the trustees and inhabitants for their zealous efforts in erecting and furnishing it. The remaining new frame school-houses, though of not so costly a character, are yet comfortable buildings, and finished in a manner proportionate to the means of the residents. The erection of so many educational

establishments in one year is highly creditable to the people of this township, particularly to the inhabitants and trustees of the sections in which they are situated, and one of the most gratifying circumstances connected with their erection, is the willingness with which the funds have been raised, proving that the trustees have acted with such good sense and judgment, as to enlist the hearty co-operation of the people in this great and important work. The separate school agitation receives no countenance from the inhabitants, so far as I can learn ; the people are unanimous in favor of the Common School system, which holds out equal advantages to all classes of the community, without partiality, favor, or affection, to any one in particular."

65. *The Reverend William Belt, B.A., Scarborough* : "I have given a good deal of thought to the religious element of our system, and believe, if faithfully carried out, would leave us very little to wish for. The use of morning and evening prayer, the daily reading of the Bible, and the frequent recitation by the pupils of the Ten Commandments and Lord's Prayer are enjoined ; besides which, catechetical religious instruction is permitted, with but two limitations. I confess I do not see how a general national system could be devised to comprehend all classes and individuals in which religion could be more broadly and fully recognized than in ours. The denominational system is, perhaps *in theory*, the best ; but it is utterly impossible in country places ; and if established here, would cut off the majority of the population from the means of instruction."

66. *The Reverend J. Gilbert Armstrong, B.A., Vaughan* : "My report this year shows a large increase in the amount of salaries given to teachers over former years, as well as a proportionate increase in the amounts levied in the sections for school purposes. The standing of the teachers employed is, on the whole, much higher than for the last four years, and I think the schools generally are improving. The libraries, except in a few cases, are much appreciated."

67. *Thomas Pyne, Esq., M.D., Whitchurch* : "I have to report a progressive improvement in the working of the schools, a desire on the part of trustees and parents to employ a better class of teachers, and to pay more liberal salaries ; also an increasing desire to keep each school open during the greater part of the year, and to hold frequent public examinations. These are in my opinion matters of great consequence, and tend to keep the public mind alive to the importance of education. I am further of opinion, that if a small sum of money could be applied to the purchase of useful and well selected books, and given to the local superintendents, to be by them distributed to the more deserving at the examinations, a benefit much more than commensurate to the outlay would result, by encouraging a healthy and useful emulation among the children. Why not apply a portion of the interest to be derived from the Clergy Reserve Fund to this purpose ? I feel sure no disposal of it could be more useful, or more popular."

68. *The Reverend Richard Jones, York* : "Irregularity in attendance is greatly complained of, both by the trustees and teachers. Too many parents are not will-

ing to put themselves to the least inconvenience for the sake of keeping their children regularly at school. In my public lectures I have directed attention to this fact, and also to the frequent changing of teachers; both are evils that ought to be avoided as much as possible. There is at present a difference of opinion respecting the principle of free schools, but I think this principle will ultimately prevail, so that, before many years, all the schools in this township will be free. On the whole, there is certainly much improvement in the working of the system; yet it is lamentable that so many children in this old and flourishing township do not attend at all, and that no other cause can be given, except 'indifference of parents.' It would be well if something could be done to remedy this by a law compelling parents to send children to school during some part of the year."

XXII. COUNTY OF PEEL.

69. *The Reverend H. B. Osler, Albion*: "As regards the libraries in this township there is really no interest taken in them, as is evident from the report. You will also perceive that I have not lectured, although the reports from some of the sections say that I have, but a few words addressed to the teacher and children do not in my opinion constitute a lecture as required by law. My reason for the non-performance of this duty is simply this, there are, with two or three exceptions, none who take the trouble to attend. A short time since I sent word to a section that I intended to be there (D.V.) on a particular day to examine the children, and deliver a lecture to the parents; the number in attendance was one solitary trustee. In some respects, however, there is improvement; better teachers are employed, and the schools are becoming better furnished."

70. *The Reverend R. Jones Williams, Caledon*: "The whole of the schools in this township were open most of the year. During nine months of 1856, there was no apparent increase of interest manifested by the parents, or increased attendance of pupils; but during the first three months of 1857, there has been a marked improvement in this particular. Several teachers from the Normal School have been introduced, and the salaries have advanced from £80, the highest in 1856, to £110, £100, £90, &c., in 1857. As many of our school-houses are built with logs, with very low ceilings, broken floors, &c., attention has been called to this state of things, and I am happy to be able to say, there is hope they will be replaced by better soon. The section or township libraries are almost failures I am sorry to say, few books are taken out to read, and little interest is manifested in this provision. The universal opinion here is with the Chief Superintendent in his views and able defence of general education."

71. *The Reverend Thomas Leach, Toronto*: "The returns of the present year for the township of Toronto, show a considerable increase in the per centage of attending children of school age. The amount raised for school purposes is also much greater than last year. In every section now in existence here, a school has been kept open during the whole year, with the exception of one, for a few months. But while there is some cause for congratulation on progress and improve-

ment, there is still a sad deficiency in carrying out efficiently the noble work of education, chiefly owing to the wretchedness of the buildings honored with the name of school-houses, gradually, however, they are being replaced by better; the libraries also, I am sorry to say, are but little made use of. The salaries of the teachers generally have been made somewhat more in keeping with their arduous duties. I am happy to be able to add, that the Bible is read in almost every school, and that they are likewise opened and closed with prayer; the exceptions are few to this, and I rejoice to say likely to be fewer, next year."

XXIII. COUNTY OF SIMCOE.

72. *A. R. Campbell, Esq., Flos*: "The schools are in a poor state, the houses badly furnished, no apparatus, and very little interest shown by the people."

73. *The Reverend John Campbell, A. M., Nottawasaga*: "This township in general approves of the free system, but I would take the liberty of suggesting a change in the law which would make attendance compulsory, for at least six months of the year, and levy a rate bill of 1s 3d per month on the parents of every child of school age detained at home. Four Common and the Separate School are well taught, the remaining five but very indifferently, but I hope to be able to improve the teaching by instructing the masters during my official visits, and on such occasions as I can get an opportunity."

XXIV. COUNTY OF HALTON.

74. *The Reverend John Armour, Esquesing*: "I am sorry that this township has as yet made no progress in the establishment of sectional libraries. I am glad however to add that a beginning has at length been made in this direction; and as it is the general desire of the people to devote the proceeds of the Clergy Reserve Fund to education, and our respected Municipal Council approves of it, I hope that apparatus and maps will speedily be obtained. I have just finished an official visitation of the schools under my charge, and closely examined them. The majority are well furnished with maps and blackboards; but are deficient in other apparatus; they are also, with one or two exceptions, well filled with healthy, cheerful, smiling pupils who are always glad to receive a visit. The different branches of education are well taught, and progress in knowledge is the result. We have at present, a great number of well qualified and industrious teachers; and I always find that a zealous and enterprising one infuses his spirit into the scholars. As a citizen of Canada I rejoice at the excellent system of education now existing; and do deprecate Separate Schools as one of the greatest evils which could fall upon this prosperous country. The object is no doubt to destroy our present admirable arrangements, and if this cannot be done, to neutralize their beneficial effects. I hope however by the help of the Divine Head of the Church, that this great evil will be permitted to go no further; but that these machinations of the enemies of all liberal education will be speedily and effectually checked. I hope, sir, you may be long spared to Canada, to foster and

maintain successfully in the fullest sense what you have so honorably established, and that you will live to see your onerous but earnest labors to educate this country successfully carried out; and your latest days crowned with a rich harvest in seeing universal knowledge, piety, and intelligence among the population of this beautiful and prosperous country.

75. *The Reverend A. J. Macaulay, Nassagaweya*: "All the schools under my charge have been in operation, and it affords me much pleasure to be able to report their progress, which is very satisfactory. In some of the sections, the inhabitants peruse the library books with seeming interest; while in others they leave them almost untouched; whether this is owing to the nature of the books, or disposition of the people I cannot say. We are still laboring under the disadvantage of uncomfortable school-houses. The inhabitants of section No. 3 erected an elegant one of stone last fall. I hope to see others following their example. The Scriptures are used in all our schools."

76. *The Reverend James Nisbet, Trafalgar*: "While a slight falling off is evident by comparing this, with my last report, I have reason to believe the interest of the community in general education is steadily advancing. It is much more willing to bear the expenses of the erection of new school houses, and the payment of liberal salaries than a few years ago. The falling off in pupils has been owing entirely to one section being without a school, and others partially so, while new houses were being built."

77. *The Reverend Thomas Greene, LL.D., Nelson*: "I am happy to say, that if we compare the present report with that of the year previous, a decided improvement is discernable. We find the school kept open for a longer time; the number of children in attendance increased, and larger amounts levied in various sections to pay teachers' salaries. Some changes have been made by the Township Council in enlarging school divisions, which I hope will be beneficial. I trust each succeeding year will be marked by increased and increasing interest on the part of both trustees and parents in watching over the progress of the children in the various schools, and that the earnest desire of each and all may be *Educational Progress*."

XXV. COUNTY OF WENTWORTH.

78. *Richard H. Cradock, Esq., Ancaster*: "It is encouraging to see that the average of actual attendance for 1856, stands fully one-eighth higher than it did the previous year. There also appears to be an increasing disposition among the inhabitants to build better school houses, and provide better salaries for the teachers than heretofore. I am sorry I cannot speak so favorably of our public libraries; the people still show great indifference about availing themselves of the liberal assistance afforded by government towards procuring valuable books, with the privilege of selecting from a catalogue so extensive as that published in the *Journal of Education*, at a price so moderate, and with an actual gift of one half the value

of the works procured, it surely is great and reprehensible carelessness in the inhabitants of this township in not availing themselves of that great privilege much more than they have hitherto done. There is a small library in section No. 6, and the books are well taken care of; there has also been for some years a subscription library in the village of Ancaster entertaining some excellent works; but it does not appear to have been under good regulations, consequently has not proved beneficial. I hope in conclusion that our people will not long remain satisfied with such a dearth of literature, when at a small cost they have the advantage of selecting from a really valuable collection."

79. *The Reverend William McClure, Barton*: "It is with much satisfaction I have to inform you of the appropriation of the Clergy Reserve monies in Barton to school purposes alone, and if judiciously applied, it must prove a blessing to the people. A very great improvement is taking place in this township, in the opinions and tastes of the people, on the subject of Education. We have now five schools in a state of healthful activity. Two of these are well built, well furnished, well managed and substantial stone houses, with first class well paid teachers; and the other sections must before long, imitate their more enterprising neighbors, indeed they already say, "We also must have suitable school-houses, and the right sort of teachers." I am happy to say, we have no separate schools, and I hope we never will; but we have in section No. 4, several neglected families of colored people, whose children derive no benefit from our schools; those marked in that section as unable to read are all negroes. There is not a sufficient number to establish a class for themselves, and there is such a cruel, unreasonable, unchristian prejudice towards them, as nearly to exclude these poor people altogether; the few who do attend display an equal aptitude in acquiring knowledge to any of the whites."

80. *The Reverend John Porteous, Beverley*: "It is with pleasure I observe the number of large maps hung up in the school houses to be on the increase, while it must also be acknowledged that much remains yet to be done in this department, as the blank columns of several sections testify. During the year no libraries have been purchased, and No. 17 stands by itself in the possession of 345 volumes, which it can call its own. I believe the regulations are strictly observed, and there can be little doubt but that many of the inhabitants are famous for their knowledge in this section. It is lamentable that others do not avail themselves of the facilities furnished by the Canadian Government for the procuring of the means of such information and qualification as are thereby placed within their reach, and yet it must not be forgotten that hundreds of volumes have been sold within the last two months to parties in this township, and I believe if the trustees had made more diligent search I should have had to report much more than I have done. Our progress is slower than is desirable, but I think it is sure, and will continue. Free schools do not increase among us; the old rate bill system keeps its ground. Although it seems to be acknowledged that land should pay somewhat for education; the general voice declares that those more directly

taught should pay more. No. 12 which I thought had established freedom, gave it up this year, and charges the maximum of rate-bill; nor do I learn that it has repented of the change. Indeed it cannot be denied that the general voice in this matter has not a great amount of reason and experience on its side. We often use to the best advantage that for which we have paid or toiled. Four of our teachers have been trained at the Normal School, and only two of these hold a certificate of 2nd class. The holders of the 1st class County Board equal those holding Normal School Certificates of the 3rd class. We wish that all should have a 2nd class certificate at least, but some of the veterans are satisfied with a simple qualification as many of the people have still log school houses; but there is hope connected with the latter; they will not be repeated, while the former may."

81. *John R. Stewart, Esq., Flamborough West*: "Although in school matters, we are not yet in some respects what we should be, we are better than we have been, and more acquainted with our deficiencies. The great evil in this township, and one, the removal of which would remove many others is the scarcity of duly qualified teachers; furnish us with these, and the column in our report to your department which refers to maps, apparatus, &c., will not remain from year to year unfilled. The reasonable importunities of energetic and intelligent instructors with the people, when they (as they now are) are much more willing than formerly to tax themselves for anything of educational benefit to their children would soon yield their fruit. Indeed there seems to be nothing wanting to the people in this respect but to be seasonably reminded of their necessities, the proof of which may be seen in an increased readiness to give more liberal salaries; to build well, when they do build, and to consider with more candor and liberality the various questions which arise at the annual school meeting. Teachers, like mechanics, know better than the people what tools are necessary to do the work efficiently, as well as how to handle them; and if parents in general, merely content themselves with a school-room, a stove, and a few benches, it is because they, in the majority of cases are not aware that anything more is necessary for their educational equipment. Put a teacher of the right stamp into the most hopeless and backward of our township schools, and before long, instead of the everlasting dull and stupid slate and pencil routine we shall have life and animation, interested faces, newly awakened to life, tracing the ample maps and charts on the walls, spanning the globes with their fingers, unravelling the mysteries of celestial knowledge on the Orrery and Tellurian, while the treasures of literature and science will employ and delight their evening hours. This will never be the case however while we are left to the miserable choice of either employing a third class teacher, or person of no class at all, or, as happened in several instances, shut the school-room. As to libraries I may state that the disposition of the council is improving; the intelligent and liberal element, having received a new and important accession in the person of the reeve, we may expect something before long. The Clergy Reserve proceeds have been appropriated to the payment of teachers; not on the principle of school attendance as it should have been; but according to the amount of assessable property in each section. Upon the whole,

our prospects are good, and they are so much the more satisfactory, being as they are, founded upon the increasing intelligence and liberality of the people. With these, and a proper supply of well qualified teachers we would soon take our place with the foremost. The free system has been in operation in No. 4, and No. 8, and has worked well; the principle I have no doubt will soon extend to other sections. Notwithstanding the continual changing of teachers, and consequent loss of time, the average attendance is larger than formerly. No. 2 has signalled itself by enterprise and liberality in building a most capacious and well fitted up school-house. No. 4 has made extensive repairs and improvements. All have done something to merit a share of praise."

82. *The Reverend George A. Bull, Glanford*: "I am glad to find that my frequent visits and conversations with trustees and teachers have been productive of some good, which I trust will be permanent. Our present instructors are much thought of and receive encouraging attention from all parties interested in education, old and young are observed to be more respectful, and to be much more inclined than usual to profitably employ their time. The use of Holy Scriptures, Prayers, and the ten Commandments has been strongly urged at the instance of the Council of Public Instruction at Toronto, and I hope that the disuse of such heaven begotten ordinances as these will soon become only a rare exception in Glanford. I have only to observe that with one exception we have no public libraries in our sections. There are however some Sunday School libraries which are highly appreciated and enjoyed. The exception, is applicable to No. 3 whose library is admirable."

XXVI. COUNTY OF BRANT.

83. *The Reverend William Hay, Burford*: "The reports will show that our schools are far behind, with a few exceptions, what they should be in efficiency; but it also furnishes most gratifying evidence that they have made creditable progress, since the introduction of the present system, and affords a reasonable ground of high expectations for the future. 1st. Trustees and Parents.—Heretofore trustees have not showed so great an interest in the schools under their charge as could be wished; nor have parents been as generous and hearty in their support as they should have been, yet now a more earnest spirit begins to manifest itself, the effects of which can be seen in the improved condition of many of the schools; and also in the fact, that the inhabitants of all the municipalities unanimously voted that the monies received, and yet to be obtained from the Clergy Reserves should be appropriated exclusively to Common School purposes. 2nd. Teachers.—There appears to be a gradual and growing desire among all classes to employ efficient teachers. Last year, but three of the first class were reported, this year there are seven; ten of the third class were engaged during the same period, while at present there are but five. The modes of teaching however are in most cases not so interesting and instructive as they might be; the object being more to impart a certain amount of information than to develop and cultivate the growth of the mind." 3rd. School houses.—Some of the old school houses, dull and unattractive

in appearance, and without internal accommodation are still used; but in many sections new ones have, or are, in course of being erected, both tasteful in appearance and convenient in interior arrangement, and though not furnished with maps, apparatus, &c., as is desirable, we hope that a judicious appropriation of Clergy Reserve money will soon remedy this defect. 4th. Pupils.—The report shows in the township of Burford an increase of 400 children in attendance at the schools over the year previous. Many of them show commendable diligence in learning, and it is much to be regretted that they have not the advantage of school libraries in any of these sections. This matter has, on different occasions been brought before trustees and township councils, yet nothing has been done.”

84. *The Reverend John Dunbar, Dumfries South*: “In the schools there is no little diversity both as regards appearance and advancement, for while in some cases there is much to gratify and delight; there is also seen, not a little to grieve over and deplore. One half of our schools have changed teachers, and although we do not commend change in itself, yet such commendable element may be embodied in the change, as far more than counterbalances its injurious tendency, and we trust that this will be the only result in our case. Our municipal council has voted from its allotment of the Clergy Reserve Fund, I believe, £50 to each section, to be disposed of by the trustees of the respective schools whether from this cause or not. Teachers have in general higher salaries this year than formerly, and we trust that the issue will show this is not undeserved. We have no Separate School in the township; a tolerable supply of apparatus, but only one library. We trust however that a growing interest in the real value, and relative importance of education, in its highest and noblest and most comprehensive sense, will speedily supply every defect, until the sons of Canada, like her soil, by praiseworthy productions will elicit the envy and win the admiration of the world.”

XXVII. COUNTY OF LINCOLN.

85. *The Reverend William Hewson, Clinton*: “Education seems to be on the whole, in a prosperous state in our township; there is no very special interest manifested, but a steady and discernible improvement is going forward, and our present aspect is one of much promise. In addition to the information in the report, I may state that the library is connected with, and under the control of the municipality, each section having the privilege of taking out 70 or 80 volumes from time to time as they may need them. Three sections avail themselves of this privilege, but as our township is very small the greater number prefer coming to the main library at once. We have 1,400 volumes, covered, labelled, &c., and the average issue during each week for the past year is about 120; I think, upon the whole, it is in a very good condition, and is producing a pleasing influence especially on the youth of our township. I experience much pleasure in still having the honor of co-operating with you as my chief in the noble enterprise of forming a nation whose future will be worthy of the energy and talent expended in its behalf. To our magnificent national system of education we are principally indebted to you; and may you enjoy a long life of continuous usefulness, and all the grati-

tude to which you are entitled for the exertions and trouble which you are putting forth in this glorious career."

86. *Jacob Kennedy, Esq., Gainsborough*: "In transmitting you my report, I am happy to say, that our schools are in a prosperous condition. The free system seems to be the best adapted for carrying out the great work of education. About one half are supported on this principle, and where rate-bill is imposed, it is so very small, as to be hardly worth mentioning. The school at Wellandport, and some two or three others give evident proof of this, and of employing competent teachers, and continuing them for a length of time. The habit, which some of our trustees have, of employing a teacher for a quarter or two, and then changing him for another is some hindrance to us; but I trust this will soon be done away with, I have no doubt it would if competent teachers could be obtained. Several have been educated in our township, and with a few months training at your Normal School give evidence that after a little experience, they would do remarkably well. The municipal council has apportioned out of its share of the fund for the past year one hundred and eighty-eight dollars to each of the schools, to be used for educational purposes in the manner considered by the people most beneficial to their respective schools."

87. *C. B. Millner, Esq., Grantham*: "This year a separate school for Roman Catholic children was established in No. 7, but I do not hear of any such steps being taken by Protestants. Of the other sections in the township, I can speak with praise, for all the trustees were zealous in the performance of their duties; but in two or three instances, unable to proceed from a want of teachers. Our library of 1,300 volumes, received in February last, is now in my house, as I have undertaken to cover the whole with cloth; it will be ready for distribution about the first of next month, the book cases for each section are now making; and if I may judge from numerous enquiries, the inhabitants will be steady readers when the opportunity is given to them."

88. *The Reverend John Gibson, Niagara*: "There has been no school open in some of the sections for 6 months, consequently education in these has made but little progress. I am happy to inform you that in others, we have been steadily progressing; teachers faithful and efficient in the discharge of their duties, and the people willing to sustain them, and pay what is considered a fair price for their services."

XXVIII. COUNTY OF WELLAND.

89. *P. T. Kempson, Esq., M. D., Bertie*: "It gives me considerable pleasure to be able to state that there is great improvement in all the schools of this township. This has no doubt been caused, in some measure by increased liberality of trustees in the payment of teachers' salaries. The teachers also are of a higher grade, and superior qualifications; and I notice a growing desire, and one which I am very anxious to foster and promote, on the part of trustees and their consti-

tuents, to estimate teachers' services more highly, and to raise the standard of education generally in our Common Schools. The houses in this township, are I am sorry to say, no honor to us, and far from what they ought, considering the wealth of the inhabitants; the buildings in many cases are old and dilapidated, most of them faulty in respect to accommodation, and facilities for good organization and classification. One thing however you will not fail to notice that we have had a sum of £145 more money paid and available for teachers' salaries this year than in 1855, £812 0s 2d against £667 19s 10d; but cash is wanted for other things, besides teachers' salaries, and so long as it is kept back, or niggardly dealt out, our schools will not progress as they ought, and would, under liberal management; and here I must remark how singularly backward our trustees are to avail themselves of the very liberal offer of 100 per cent to procure maps and apparatus some of the sections are altogether without these indispensable requisites. In our principal and leading section, it appears that even 25 per cent cannot be obtained for the purchase of these articles. As a proof of this in the one referred to, a sum amounting to \$20 was raised by the scholars, and handed to the trustees by the Teacher, with an earnest desire that they would advance a like sum, so that \$40 being met with your liberal 100 per cent would make the total of \$80 worth of maps and apparatus, but in vain; the money collected two years ago by the pupils remains still in the hands of the secretary-treasurer, idle and useless, and the pupils (under an excellent teacher,) are suffering for want of those necessary articles. And here I cannot refrain from mentioning another instance, and I think a praiseworthy one, on the part of the teacher of the "pursuit of knowledge under difficulties." A gentleman, until lately engaged in section No. 2, Bertie, after having repeatedly, and in vain requested the trustees to furnish maps, &c., for the use of the school, invited me to an examination of the pupils, and as he had previously called my attention to the want of maps, &c., I did not expect much from the geography class, but I was agreeably surprised to the contrary; for the teacher had employed his leisure hours in turning the walls of the school-house into one great chart of the Globe, very clearly and plainly defined; so as to give the student a fair and correct idea of every country on its surface. On the ceiling he had also depicted the solar system for the assistance of his astronomical pupils. Such facts speak for themselves, and whatever may be thought of "the powers that be" that rendered such substitutes necessary, the teacher certainly deserves that his conduct should be placed on record, both for the example and encouragement of others who may be similarly circumstanced. With every sentiment of esteem for your public character, allow me, in conclusion to hope that your life may long be spared by Almighty God for the benefit and educational welfare of this noble Province and your labouring exertions blessed and prospered in the great and praiseworthy cause to which you have devoted yourself."

90. *Alexander Reid, Esq., Crowland*: "In transmitting my annual report to you, for the past year, I would remark that the schools in this Township are generally improving, though it may be slowly, and this is manifest particularly in the length of time during the year they have been kept open. If parents were

to consult their interest, in a pecuniary point of view, they would endeavour to make children attend more steadily. There is one great lack in this Township, viz, that of public libraries, there not being a single one, in spite of the inducements held out by you, which are extremely liberal. I hope the people will improve in this respect. There is one feature which was very pleasing to the friends of education: the appropriation of the Clergy Reserve Fund to educational interests by our Council, which was certainly highly creditable, and showed that its members had the interests of education at heart. Hoping that you may be long spared to watch over the educational interests of this country is my earnest wish and desire."

91. *W. F. Haney, Esq., M.D., Humberstone*: "As regards educational progress in Humberstone, I am convinced that its youth have made respectable advancement during the past year, in most branches of learning taught in the common schools. Parents and guardians are becoming more interested in the education of those who, with others, will soon constitute our country's greatness, the safeguard of her present liberties, and security against hostile inroads. The local assessments to sustain the schools do not seem to rest upon our more wealthy citizens with the same pressure as at an earlier period. There is a conviction gaining ground here that the money of the country should educate the rising generation, whether in the hands of the few or the many, and it is further believed that public utility and morality would be sustained by rendering the attendance of children of school age compulsory, when not necessarily engaged in the service of parents or guardians. I have pleasure in stating that a greater number of our schools have thrown aside the rate-bill and adopted the free system than in 1856; the notion of having them partly free is also losing ground, the people becoming convinced, among other things, that the free school is more economical, and that rate-bill and subscription tend to keep pupils away, while creating additional trouble of collection; they also prevent the work of education from going on among the many, and the Trustees are eventually compelled to make an assessment upon the property of the section, to pay teachers' salaries, and other expenses. The school houses of the Township have much improved during the past year; a commodious and substantial one has been built, and two others will shortly be commenced. The average salaries of male and female teachers for the past year bear a respectable comparison with those of preceding years; also the amount of funds raised from local sources to meet monetary demands. It will be seen that many of our teachers have received licenses from the County Board of the first class, but not many from your Provincial Normal Institution, I am sorry to say. The Clergy Reserve money was divided among the sections; some appear to be using it for ordinary expenses, whilst others are holding on, still I hope to see some action, at least, in the right direction, and maps and apparatus procured. From the gist of the facts presented I doubt not but it may be seen that we are progressing. In conclusion, I would observe, in reference to lecturing, that I have endeavoured to fulfil the law, and although I was not able to prepare connected and systematic discourses, still I

afforded the best extemporaneous lectures that were possible, and much benefit has resulted. I sincerely hope that our excellent system of education may go on and prosper, as it has done, in its work of intellectual and moral improvement of every youth in Canada, producing a nation of patriots and scholars, and an entire people distinguished for religion and loyalty."

92. *The Reverend S. W. Folger, Pelham* : "Our schools are not in a very prosperous state ; I hope they may assume a brighter aspect before the year closes."

93. *John Roberts, Esq., Stamford* : "You will perceive there is in this Township but one library, held by a joint stock company, and kept in the village of Drummondville ; it is in good working order, and open to the public on easy terms ; it is much to be lamented, however, that there is no public school library. There are also four Sunday schools, in connection with various Protestant churches, and they are in a flourishing condition. I conceive the present system to be an invaluable boon to our country, and, when more fully perfected and developed, it is destined to accomplish for the rising race all that its warmest friends could wish for, in raising and purifying the intellectual and moral standard and attainments of future generations. Although the system has been greatly improved within the last few years, some of the people are anxiously looking for further improvements. The following are among what is desired : 1. A different distribution of the school fund ; complaints are made that sections having few children of the proper age do not receive a fair share of the public money. Some do not think it right to apportion according to the average number of days attendance, and they suggest that it would be more equitable to apportion according to the amount of local tax paid in each section ; in other words, that each section should have the benefit of the whole amount of County assessment collected within its own boundaries, as, by the contrary arrangements, the small schools have to aid in supporting the larger ones. 2. The fixing by statute the method of supporting common schools. At present the annual meetings are scenes of great confusion and unhappy strife, all arising out of the vote on this question. Almost any decision made by the Legislature would be borne with better feeling by the people than the decision of a bare majority of their neighbors. 3. The sectarian element in the school law gives great dissatisfaction, and the unjustifiable attacks made upon yourself show that our schools will never be at peace with the Roman Catholics until they are either put on an equal footing with Protestants, or else left out of the question altogether, being left to legislate for themselves on education. The people here are gratified with your noble defence of equality of legislation for both parties, and hope you will be successful in soon establishing it as a law in this Township."

94. *John Radcliffe, Esq., Thorold* : "Since I had last the honor to report, the County of Welland has been separated from that of Lincoln, consequently an almost entirely new Board has been formed, and upon the rigid observance of its duties the stability of our County Common School system in a great measure de-

pend. I attended two examinations, and from the qualifications of the gentlemen who composed the Board, I am satisfied no candidate obtained a certificate that was not fully and honorably entitled to it. It appeared, however, to be the opinion of the examiners, that third class certificates might with safety and advantage be done away with, and no person admitted to teach unless able to answer the programme of questions in the second class. The old story of free school or rate bill was again brought up at the annual elections. Section No. 7, in which I reside myself, has again for the sixth time voted for the free school system, but it is hard to persuade the industrious storekeeper and artizan in the villages, that they should be taxed directly for the support of the children of the profligate and spendthrift. The £921 13s. 5d. apportioned to this Township from the Clergy Reserves, I am happy to say have been applied to the purposes of education, and divided amongst the sections according to the number of rate-payers in each. I was in hopes to have kept the money intact and loaned it out to the sections that require new school-houses, and so have formed with the accumulated interest, the nucleus of a fund that would in time have made all the schools in the Township free, but the majority was for the sectional division and the council complied with the request. I quite agree with you that all matters connected with schools and education should be non-political, and you advise those in charge of schools to avoid local elections; in fact, by the Municipal Act, no local superintendent can be either reeve or deputy reeve, though he may be a councillor of his township; but these elections themselves should be non-political, and mostly are, as far as my experience goes; for which reason I should say that local superintendents placed in those situations have much more and better opportunities of forwarding the interest of the schools and libraries than if they held aloof from them; where no objection was made by the voters, many of the superintendents in this county have held seats in the council with decided advantage to education. The schools have been well attended, and kept open, except the new section, No. 8, which threw all its resources into the building of an excellent brick house, and when five more are built (which it is to be hoped will be done by the aid of this new fund) the whole will be creditable to the township and in good working order. Our library has been in operation since June 1855, and the books have been in good demand from the chief librarian, but the sections have not availed themselves of the advantages they might derive, more from the difficulty they have in finding a sub-librarian that will undertake the responsibility of the office, than from any disinclination to read. We are all quite convinced that the circulation of so many works, valuable and well selected, cannot but exercise a most beneficial influence upon the whole community, and it is to be hoped the council will vote a further sum this year to increase our stock."

95. *Sayers S. Hagar, Esq., Wainfleet*: "A large number of our inhabitants are very indifferent to the cause of education, and the unjust division of the township in the first place into sections has been a most fruitful source of dissatisfaction; at present the prospect is rather better. The Clergy Reserve Fund has been given to the schools."

XXIX. COUNTY OF HALDIMAND.

96. *William Jones, Esq., Rainham*: "With regard to the schools here, there is the same progressive tendency that has been manifested for some time past; an increased desire on the part of trustees and ratepayers, to provide better accommodation for children, and suitable teachers, although the latter are rather scarce; there are so few who take interest in training the public mind. They seem to have but one object: to get money, and get it with as much ease as possible. Of course there are honorable exceptions; some teach from choice, more from necessity or convenience, until they can get other and more profitable employment. With regard to the Library, I have but few remarks to make, as it was late in the fall when the books were purchased, and having to await the action of the Township Council, and the time necessarily occupied in labelling, numbering and covering, making out the catalogue, &c., it was not until the beginning of the present year they were ready for circulation. We have divided them among the different Sections of the township, (8 in number,) 150 volumes to each, which will make 1,200 distributed in this way, leaving 559 volumes in the Central Library, besides the 150 belonging to the Section in which it is situated. I anticipate that great good will result from the free circulation of so many books among us. Notwithstanding the predictions of those who regarded the purchase of Libraries as a great waste of money, and altogether useless; the books are extensively read out of the Central Library, from the 1st of January to the 1st of March, there were 320 books taken, the chief portion by residents of the Section, (3,) and in addition to its former generosity, our Council has nobly given the remainder of the Clergy Reserve Fund for the support of our Common Schools, in the payment of Teachers' salaries. I have orders to apportion to the different Sections, according to the number of ratepayers in each, to be drawn in the same way as the Legislative grant or Municipal assessment, thus it is secured in the great cause of Education. This arrangement gives universal satisfaction."

XXX. COUNTY OF NORFOLK.

97. *James Covernton, Esq., Charlotteville*: "I may not flatter myself that the progress of the schools has been of any unusual character; it would be worse than idle to conceal the fact, that most of them are susceptible of large improvement; many drag on a feeble and imperfect existence, because the Sections are too small to support a superior Teacher, and afford the increased educational advantages now to be enjoyed, when sound judgement is exercised in the necessary local arrangements; and self sacrifices are submitted to by all, not within very easy proximity to a school-house. The most cheering features in our future prospects have recently been displayed at a public meeting of the township, convened by the Reeve, to ascertain popular sentiment as to the application of the residue of the Clergy Reserve Fund; when it was all but unanimously decided that the sum now on hand, (nearly £800,) and all other monies to be received be placed out at interest, and the income obtained therefrom shall be divided among the Sections of the township, according to population. I need hardly remark that, to benefit the

schools, all such incidental assistance should be in augmentation of the present limited resources, and not used as a reduction of the impost that education now imposes upon property, and I trust that you, or some other influential person, will use public opportunities of proving that all, but self-evident truth, that the cause will not be advanced if public money brought to its sustenance is permitted to diminish, in the same ratio, the aid that property is called upon to afford. It is to be desired that in moral portions of the Province where Churches are few, that the prevailing objection to blend the slightest modicum of religious truth with secular learning would abate. The objections to such a union are generally based upon plausible, but fallacious reasonings. I should hope it is perfectly possible to communicate a little elementary knowledge, in populations almost exclusively Protestant, without raising a suspicion of implanting peculiar doctrinal views. The influence of the Sunday School is but weak in parts of the country ; and as a consequence, ignorance of the very outlines and elements of Christianity prevails too extensively. I would venture to submit that a simple compendium of Sacred History * might be added to the other authorized books, and that such a work might be made without arraying against it any well founded scruples."

98. *Andrew Harvey, Esq., Houghton*: "Common education is, in most of the schools of this township in a backward state and rather behind the age, but I am happy to be able to report a visible improvement. There are a few good schools taught by competent teachers, which are exerting a powerful influence on the minds of the people. I have tried to persuade trustees to visit, and they now see that the best teacher is the cheapest. An industrious and well qualified instructor, who with moral, conveys scientific knowledge based upon the principles of christianity, is a blessing to any locality where he may be employed, and his labors cannot be prized too highly. But I feel bound to expose one error into which the people here have fallen in common with others. That is, of forming too small sections ; the consequence is, that in many of them they are not able to pay a competent salary. On the Lake shore road, for instance, there are four, and their entire width is only nine miles and a quarter. Now, if these had been divided into three, it would have been better, and the trustees could have paid much more to secure the services of a good teacher, and the greatest distance to walk would be one mile and one half, which would not injure any child five years of age. I am happy to state that the Municipal Council has wisely appropriated our share of the Clergy Reserve Fund to Educational purposes, so that the interest will be applied to the benefit of each school to furnish it with libraries, maps, &c. The Free system is gaining ground here, and I trust the day is not far distant when a good education, based upon the principles of christianity, will be placed within the reach of every child, both in this Township and in the entire country."

99. *John A. Backhouse, Esq., Walsingham*: "In presenting my Annual Report for 1856, it is hardly necessary that I should offer my remarks in behalf of our present excellent school law, the superiority of which, is I believe gene-

* Such a compendium will be found in the National Readers.

rally conceded ; in its working it presents the most happy and desirable results, these results being universally felt and as universally acknowledged. In this Township, as the present system is being developed, it is more and more appreciated. Here no sectarian influences have prevented the harmonious uniting of all for one common object ; the moral and intellectual training of the rising generation, without distinction as to creed or party. While endeavoring to promote this common object, religious instruction has not been entirely neglected. The schools are open to all ministers alike to enter and pray with, and instruct the pupils in the truths of the Bible, and impress upon their minds the facts of the Gospel. Some of them, I am happy to say, have practically recognized their duty in this respect, nor do the children of the parents of one denomination leave when the minister of another visits the schools, Eight out of the nineteen are opened and closed with prayer, and in all of them the Bible or Testament is used. In some the Teacher reads a portion of Scripture, morning and evening. In others the scholars read in his presence, and in a few the Teacher and scholar read a verse alternately. The Books obtained from the Library Department in 1854, have, under the direction of the Council, been divided and a portion given to each section ; thus placing within the reach of every child and adult, an amount of useful and instructive information. The regulations have I believe been strictly adhered to. I look upon the Library Department of our present national system, as holding out vast promise of happy and successful result. While schools are being planted all over our fair province, some, it may be, under less auspicious circumstances than others, yet all taking deep root and bringing forth fruit in due season, by cultivating and training the intellects of thousands of youth at once. The Library branch is rapidly fulfilling its great mission, by sending through all the length and breadth of the land, on terms the most liberal, the richest profusion of knowledge, embracing every Department of ancient literature and art, as well as modern discovery and science. By this ingenious and happy union of the departments of our National system is guaranteed the realization of the hopes of all, viz : That Canada may become the most enlightened and happy country in the world. For this let us hope ; For this let us cheerfully labor and toil !

100. *The Rev. R. Sidney Birch, B.C.L., Woodhouse* : "I think I am justified in stating our schools are steadily progressing. The amount of money raised and expended fully equals that of last year, and much beyond this one can hardly expect at present. The number of first and second class teachers employed has materially increased ; and I believe I only do them justice as a body by stating that there is a general desire upon their part to improve our literary status. Some of the sections are advancing more rapidly than others, as my report will show ; it will also prove, what I sincerely regret, that our instructors are perpetually in a transition state, in search of schools affording a small advance on present salaries, in order to persevere honestly in their arduous duties, and enable them to keep out of debt. While our schools are in advance of many, our teachers are rewarded, if I may use the term, in a most slender manner, even below the amount of wages earned by the brawny hand that delves and chops. In No. 5, Dover, my report

shows a large increase over last year. This prosperity is chiefly owing to the fidelity, diligence, and ability of the teacher, who was trained at the Normal School, and selected, while teaching here, for the arduous post of Master of the new establishment in Montreal, his resignation was received with great reluctance, and only in view of the more important office, he was so judiciously selected to assume."

XXXI. COUNTY OF OXFORD.

101. *Isaac Piper, Esq., Dereham*: "Our library books are used more freely than last year, and much more carefully than two years ago. The regulations are generally complied with; but the books are not returned in proper time, the inhabitants considering it not necessary, as we have such a large supply. I am of opinion that it will take some time to make the people of this township fond of reading. The coming generation will more eagerly seek after information. If building new schoolhouses, and furnishing them with apparatus and maps; if enquiring after better teachers, and more liberal wages; if less objections were made to supporting schools by a general property tax, if these are indications of progress, Dereham furnishes evidence of advancement. The necessity for good teachers will increase with the improvement in architecture and accommodation."

102. *Oakes B. F. Foden, Esq., Nissouri East*: "I am unable to make any comparison with the previous year, but still I am of opinion that there is a good desire on the part of trustees, as well as parents, to promote the cause of education in their several sections. The greatest difficulties to be combatted against are bad arrangement of desks and seats, and the entire absence, with one exception, of all kinds of apparatus to illustrate the lessons in the several readers."

103. *The Reverend George Murray, Blenheim*: "I have been connected, in one way or another, with the cause of education in this County since 1842; since that time there has been great progress. As a friend of learning, I take pleasure in reviewing the past, and observing the gradual transition from a rough and rude condition of things up to the present time, when we have a most comprehensive and well digested system. Every successive Act has thrown a new impulse into our common school affairs, and carried us onward, until we arrived at those of 1852 and 1853, which, taken together, may be considered as a master-piece of educational legislation, and a challenge to every country in the world, and when I say so I am confident I speak the sentiments of many more than myself. I think it may be interesting and instructive to contrast two different states, that of 1842 with that of 1856, confining myself to the Township of Blenheim, with which I am best acquainted. In 1842 all our school houses were log buildings, a few of them commodious, plastered inside, and comfortable, but badly lighted; two years ago the last of these was superseded by one of frame, now, with one or two exceptions, they are all fitted up on the most approved plans of architecture. We have one handsome brick house, and at this moment a substantial stone building is in progress which will cost from \$1,500

to \$2,000. It may be said that the increasing prosperity of the County accounts for these improvements, but it must be evident that were not educational matters more highly prized than formerly, the funds employed in their erection would be diverted into other channels. In 1842 our schools numbered 12, 20 and sometimes 40 pupils, 20 was considered a good school, and 30, more than the teacher could manage, but now, that the art of government is better understood, 76 can be taken care of just as readily as 20. A class of 20 can be just as efficiently taught, as one of eight, and it ought to be observed that for a large attendance, we are indebted to the free system. The introduction of the Irish National text books is another great improvement upon the puerile things formerly used, the lessons are well selected; and all of a kind adapted to improve and strengthen the mind of a child, he is conducted to a great variety of useful knowledge, and if the teacher possesses the art of entering into a plain and easy conversation upon the subject with his pupils, he opens up to them various sources of useful intelligence, a taste for which may stimulate a search for themselves, to acquire large stores of information, with the foundation of a sound moral and intellectual character. Habits also of sound thinking and feeling are learned, which, in after life are invaluable. I may mention in addition that the Scriptures are read in all our schools, and thus a high and healthy influence is imparted to the minds of youth; formerly this was not done. The examinations of the Local Boards of Public Instruction and the Normal School have given to the country a superior grade of teachers. Before the only motive was convenience, or to suit some particular purpose, there was no effort put forth to engage the attention of the child, or to interest him in the lessons; but now teaching has assumed the character of a distinct vocation in the community, it and school government are studied as arts, and any one who delights in the occupation, and has a moderate share of that enthusiasm which is necessary to success in any undertaking will make it the first concern to qualify himself thoroughly, his next aim to secure and fix the attention of pupils, and then the work of imparting instruction: laying down rules; explaining and exemplifying them, superintending their efforts, assisting them to understand, and leading them to exercise the intellect; these will constitute the main business, and hence as a natural consequence government will be easy, the children will like the school, and the teacher, and they will do anything for the latter. In these views I have simply stated, what I have seen frequently. Some men are gifted with natural talents for teaching; others, acquire them, by attending some good Educational Institute. Since visiting the Normal Schools in Toronto, I have come to the conclusion, that all our Teachers should attend it for a longer or shorter period, they will see the principles of the art exemplified, and even an experienced person will hear something worth knowing, and gather hints which would be exceedingly valuable to him. The fruits of our system are also seen in public examinations, I have been highly gratified, often astonished, at the long and minute questioning on Geography, Grammar, History, Agricultural Chemistry, and the Natural Philosophy of the 5th Book, the general accuracy of the answers shows the diligence of the Teacher, and the attention of the scholars; and many a parent has returned home from such an exhibition with a gladdened heart. The fruits of our excellent

system further appear in the number of private schools established throughout the country, and also in the starting of Academies and Seminaries of a higher order. One of them is about to be commenced in Woodstock, in connection with the Baptist Denomination. Thus it appears that the public mind is demanding something more than Common Schools could be expected to furnish, to what is this owing but to the thorough appreciation of the blessings of a sound education, infused into our Community by the operation of your admirable system. To crown all we have a large Township Library consisting of 1779 volumes divided among seven school Sections. It cannot be expected that an Agricultural population will find much time to read except during winter ; yet I am pleased to learn that in some Sections the books have all been perused several times, and there is an urgent demand for further supplies. In fine, the state of education in society at any particular period must be governed by some end that is aimed at, this is true of our Provincial system, the great object which it contemplates is the elevation of the entire population to a state of intelligence and enterprising activity, which will enable this province to compete with other countries, and take its stand in the front rank of nations. To judge of our system we have only to consider, if it is well adapted to produce these results. It is an easy matter to object to everything in the Acts of 1850 and 1853, to overturn every stone in the edifice, and rear a new one ; but the question is, Would it be better than the one we have ? We know there are many throughout the province, ready to answer we think not. I have heard many say that they do not think there is a nobler or more equitable system of education in the world, than that which we enjoy. Let us therefore value highly the boon, which a kind Providence has bestowed upon us, and let us endeavor to preserve our excellent system in a proper state of efficiency, then may we expect that the vast resources of this country which we inhabit will be brought forth by an intelligent, moral, and industrious population ; and that Canada will occupy a proud and prominent position on this continent."

104. *The Reverend Robert Rodgers, Norwich, North* : "I have visited all the schools, and the system seems to work well, and although the Report is not very flattering, the deficiencies are to be ascribed, not to the arrangements but to the managers. Want of information and exactness, particularly in the transaction of business on the part of trustees are sometimes a serious hindrance to success. But the greatest evil is the want of properly qualified teachers, a speedy reformation in our schools might be effected by a sufficient number of an earnest and energetic character. At present, we have only one in the township, from the Normal School. Our library, which for the last two years was divided into Wards has been distributed to the Sections, and now, in each, there are nearly one hundred volumes, available to the public free of charge. This arrangement we think will lead to much good, in causing the people to appreciate the value of higher education, and in making them more liberal in its promotion."

105. *Gilbert Telfer, Esq., Oxford, North* : We have no section libraries, those reported are attached to the Sunday School, except one, which belongs to the Township. With regard to it the regulations are strictly observed ; but I am not

able to say what influence the reading of the books has exerted in the neighborhood. I am happy to state that the cause of education is progressing, one good school-house has been erected last year, and all are in operation."

106. *Francis Cameron, Esq., Norwich, South*: "Norwich having been lately divided, the sections have been revised and numbered anew. We need a higher class of teachers, and if Normal Schools proficient would come this way, they would be sure to find employment. I think the people are arousing themselves to the importance of education."

XXXII. COUNTY OF WATERLOO.

107. *Robert Brydon, Esq., Dumfries North, and Waterloo*: "I may remark generally that I do not expect much progress in education in Waterloo. So long as present arrangements continue; or teachers and inhabitants can say on good grounds. "It comes too heavy to keep a school open for twelve months," or "Too heavy to keep a qualified teacher," I do not expect anything but half education. The appropriation of the Clergy Reserves by the Council, as a sunk fund, the proceeds to be yearly divided among the Sections may do something; but I am seriously considering the propriety of a change from the present Trustee School system to that provided for by the 20th Section of the Act of 1850. Our Board in the case of Waterloo last year, received a Circular from the Department, intimating that suggestions or remarks on Educational matters would be acceptable. On this ground I take the liberty of expressing an opinion, with regard to the office of Local Superintendent. Take my own case as an example. Three years since I was apprised of my present charge. The County Council allowed £1 5s 0d per school, and I had 35 of them, making an annual salary of £43 15s. I had necessarily to provide and keep a horse, with other travelling equipments, and to meet expenses and postage. For the first two years this was my only source of income. After the 1st April 1856, my pay was raised to £1 10s 0d per school, making for the last 12 months £52 10s. I do not say it is too little, but with even this sum, the very conditions of existence required me to seek out some additional means, and attention to other duties has materially interfered with my school visits. Now I suppose the majority of Superintendents hold the office in a subsidiary way, that is their time is *mainly* devoted to something else than educational matters; and their efficiency is regulated in a great measure by the amount of leisure they enjoy from the discharge of other duties; in connection with this, there is another consideration. A person whose attention is principally and during the greater part of his time directed to matters, out of keeping with teaching, is not prepared on entering a school, to manifest that readiness and tact, which constant practice and familiarity with different plans of arrangement, and methods are fitted to call forth. From these and other considerations I cannot avoid the opinion, that were one competent individual appointed in each County, or over as many schools, as the law would permit to be under his inspection, the collected salaries of the various township Superintendents would afford him an amount, almost, if not altogether sufficient to enable him to devote his entire attention to school matters, and being

wholly occupied, it is natural to think, he would be more thoroughly interested in the work, and would of course become more expert and skilful in the discharge of his duties."

108. *Alexander Buchanan, Esq., Wellesley* : "The schools in this Township are improving, though not as fast as might be expected. There are certain drawbacks, under which we labor at present, one of which, is the inferiority of our school-houses, all without any exception, being built of logs, this is coupled with the want of proper apparatus being furnished by the Corporations or Trustees to aid the laudable and judicious efforts of teachers to communicate useful knowledge to their charge. In consequence of which the latter have good reason to complain most bitterly of inadequate accommodation. Nevertheless the people in general are now beginning to appreciate the benefits of a thorough good education for their children. The Trustees therefore have very properly, in several instances to my own knowledge and approval, advanced salaries, at least twenty-five pounds over those of last year. I am very happy to be able to communicate to you the cheering intelligence of a Public Library being formed in the Township of Wellesley, celebrated as it has been in times past for litigiousness; the Council has appropriated the sum of £150 out of the Clergy Reserve Fund towards its establishment, which has been divided into 5 portions according to the number of wards in the Township, with a Librarian to take care of the books, &c. And now that "the Schoolmaster is abroad" and that "knowledge is power," to use the language of the learned and accomplished Henry Brougham, I hope that a complete Revolution will take place, not forsooth, in favor of litigation which only caters for the disciples of Lysurgus, but that the inhabitants of our part of the country will become famous for their zeal in the great cause of Education, and for the promotion of the welfare of the township of Wellesley."

XXXIII. COUNTY OF WELLINGTON.

109. *Alexander Dingwall Fordyce, Esq., Amaranth, Arthur, &c.* : "Respecting the state of Education in the North Riding of this county, as I have held office but six months, I can merely speak as it appears to me without regard to progress. With the exception of the two most remote, I have visited all the schools within my circuit, and half of them I have seen twice. On the first occasion my opportunity for observation was limited from its being the season when attendance is usually small. On the latter, they presented uniformly a large number in actual attendance, and many of these pretty well grown up. There is of course great diversity, some schools being well conducted; while in others, there is room for improvement. The systematic mode adopted by such teachers as have had the benefit of instruction and training at the Normal School, certainly conveys the impression which I believe to be correct that the children under their charge have considerable advantage over others; but apart from this, I have been very much pleased at seeing in some schools, what can be accomplished under unfavorable circumstances by a teacher who is really devoted to his professions, and likewise anxious to improve himself so that he may more effectually benefit

his pupils. The frequent changing is injurious, and a serious drawback to improvement, and this must be expected for a time to continue ; but, in general Trustees in remote neighborhoods are becoming alive to the necessity of remunerating the teacher better than used to be the case, and are desirous to secure the services of such as are really efficient. The absence hitherto, to a great extent of apparatus has been another great obstacle in our way. I am happy to see several of the Schools are remedying, by degrees ; and this liberal provision made to allow of their more easily doing so, is a great boon indeed. The establishment of Libraries also will materially tend to benefit the cause. In some townships where the roads for travelling on, are in a wretched state, it is hardly to be expected that any money will be voted for books ; yet it is to be regarded as no small prospective aid to education, that the main leading roads and side lines will be made passable shortly, and the school-houses consequently more steadily frequented. Next year's Report will show a very different return with respect to libraries, and some of the Municipalities which had appropriated their funds otherwise before the cause of Education was represented to them, will be then ready to make a distribution in its aid. I would wish to speak more favorably of school accommodation. Some buildings are in this respect, all that is desirable, but others are old and badly ventilated tenements, where the congregating together of a number of children is certainly not conducive to health ; since the commencement of this year, steps have been taken for improvement in regard to this matter."

110. *The Reverend Robert Torrance, Eramosa, Erin, &c.* : "During the past year, I believe an increased interest in education has been felt throughout most of the sections of the South Riding of the County of Wellington. There appears to be a growing desire to keep the schools open throughout the entire year, and to bear a heavier taxation, rather than the children should be deprived of the opportunity of being instructed. There has also sprung up a determination to give an advanced rate of salary; that a properly qualified and efficient teacher may be employed. In addition to these features, sections seem to be more alive than ever to the necessity and desirableness of having the school-room furnished with a set of maps, a feeling which, by the way, is called into more active and practical play by the inducements held out at the Education Office in Toronto. Teachers are also becoming more ambitious with respect to their personal attainments, and the maintenance of a reputation for energy and success in their important and arduous vocation. No doubt we are greatly retarded by irregularity of attendance, and so long as the present grounds of complaint, on this point exist, we can make but slow progress. Help is so much needed at home, and even the exertions of children are so useful, that the force of moral obligation itself apart from other considerations, will not constrain parents and guardians to keep their children at school. I have been travelling of late, through the Townships under my superintendence, examining and giving lectures, and I was pleased to find so many schools in operation and such a large attendance. In many cases indeed there were more pupils than the building could conveniently accommodate ; in some, there was scarcely sitting room for all. The system pursued is generally good, and cal-

culated to keep alive attention, to quicken reflective faculties, and store the mind with useful knowledge. You will perceive from the statistics forwarded that there are several Sections unprovided with maps, &c., but orders have been given for the procuring of seals preparatory to the sending for such articles as are required. Most of the houses are good and kept clean; others again are uncomfortable and too small, and our Trustees are deliberating about erecting new ones, more in accordance with modern taste and the circumstances of the people. In the course of last year, three very neat and commodious stone buildings have been built in this riding, and a fourth was about to be commenced, when the people concluded it was preferable to erect a residence for the teacher, and delay the building of the school-house till another time. Comparatively speaking, few libraries have been formed in this quarter, but those that have been instituted are highly prized by the inhabitants, are pretty well read, and must, from the character of the books, exercise an expanding and an elevating power in their minds. The lectures delivered have, upon the whole, been better attended than those of last winter; the evening meetings in particular have been respectable, and sometimes large, seldom numbering fewer than thirty persons and frequently upwards of one hundred; they have been addressed to parents or guardians, to scholars, to the teacher, and to the trustees. Upon the first I have urged the duty of living at peace with one another, of attending all the meetings, of visiting the school from time to time, of seeing that the children prepare their lessons at home. To the second, I have represented the happiness of being kindly affectioned one to another, to be cleanly in habits, courteous to strangers, and to take an interest in their studies, and try to excel each other. My address to the teachers consisted of practical directions bearing upon the different parts of his work, and observations on moral character and deportment; trustees I have exhorted to become familiar with the school laws, to attend to the school property, and see that it is properly fenced, and the title deeds valid; to visit and see that a register is kept, to keep a minute and a treasurer's book, and to be careful to send to the local superintendent in due season and in a satisfactory state, the half yearly and the annual reports."

XXXIV. COUNTY OF GREY.

111. *Thomas Ryan, Esq., Bentinck, Glenelg, &c.*: "It affords me much gratification to state that education is advancing steadily in this neighbourhood. Much yet remains to be accomplished; of necessity we are obliged to employ some teachers but ill qualified for their important office, and to contend with uneducated and too parsimonious trustees. However, I rejoice to be able to state that we are succeeding. In this district we have some truly zealous men, who are diligently improving themselves for a higher rank in their profession. Foremost in my list stands "Durham School." The inhabitants are justly proud of it, and indeed it reflects lasting credit on their liberality and literary acumen. I most sincerely wish that every section in the district would go and do likewise."

112. *The Reverend J. F. A. J. Fayette, Collingwood, &c.*: "Since my appointment I have visited most of the schools twice, and lectured as many times

to each. There are now eighteen in successful operation, and several more will be added as soon as we can obtain teachers. The first time I visited I found them in anything but a desirable condition. I can now see a manifest improvement, yet much requires to be done in order to make them what they should be, first-class schools. There is a great deal of ignorance and apathy on the part of those who should take an interest in these matters. Both trustees and parents will require to receive "line upon line," and "precept upon precept," before they will come fully up to the work. We are getting a better class of teachers, and I intend, at some future period, to visit and point out to the Trustees the necessity of placing in its proper place each item in the report. Last year Section No. 1, of St. Vincent, was divided and a new one formed, called No. 1 North; its school went into successful operation at the commencement of the present year, numbering now between 50 and 60 pupils, with a Normal School teacher to conduct them. We hope much from it."

113. *William Ferguson, Esq., Artemesia, Melancthon, &c.*: "I beg to remark, with reference to education in this portion of the township of Grey, that although there remains much, very much, to be accomplished, yet, in some localities, there seems to be decided improvement. It will be seen by the report that as yet we have no first-class teachers. The country being in a great measure new, as a matter of course, those branches of study through which first-class men have peculiarly to pass are not taught. It is also to be regretted that, in many of our schools, there is not much more than a merely mechanical knowledge of subjects learned, and too little attention paid to intellectual improvement and development. There are no maps, object illustrations, or other facilities to enable the youthful mind to expand and the understanding to improve; it cannot therefore be expected that pupils will exhibit an intimate acquaintance with what they are taught, or understand much of what they read.

"Sounds, which address the ear, are lost and die
In one short hour; but that which strikes the eye
Lives long upon the mind; the faithful sight
Engraves the knowledge with a beam of light."

To supply this want, in some measure, the municipal council of Artemesia, besides having already supplied each school corporation with a seal, at a recent meeting cheerfully acceded to my suggestion of appropriating a portion of the Clergy Reserve Fund for the purpose of supplying black-boards, globes, maps, object and tablet lessons, &c., and replenishing the branch libraries with books selected from the general catalogue, suitable for moral entertainment and religious improvement of the inhabitants, who, though never taught in separate schools, nor ever design to encourage such, are yet as loyal, moral, and decidedly religious, and exhibit as few infidel tendencies as those of any other locality with which I am acquainted. The library of this township is becoming more appreciated by the mass of the people, and its contemplated enlargement by the council is ardently hailed in many quarters. There is also a sabbath school library in Section No. 1, Melancthon, and it reflects credit on the intelligence

and taste of the inhabitants. These things, besides being a lasting benefit to the people of the settlement, seem an indication of moral worth, and cause the traveller who beholds them, even in a wilderness, to exclaim, "I am still in a civilized community." I trust the ruling powers of the municipalities around will, in their turn, exert their influence in aiding the chosen and responsible guardians of the educational interest of the rising youth with every facility for supplying this want, so much felt in many small sections. Viewing what has already been accomplished in the last ten or twelve years in Canada West, in reference to schools, the educationalist, the patriot, the christian, may, with one accord, thank God, and take courage, hoping, trusting, praying that the Lord, who has so graciously blessed us Canadians with the best civil polity and school advantages, will never permit any traitorous native agency or insidious foreign element to undermine or wrest from us those inestimable gifts of a gracious Providence."

XXXV. COUNTY OF PERTH.

114. *The Reverend Thomas Macpherson*: "I never felt so fully the force of a remark made by my predecessor, with reference to the too frequent changing of superintendents, as I did in filling up these reports. I had no idea of the extent of the statistical information required by you until the arrival of the forms. The fewness of official visits may be accounted for by the fact of my predecessor visiting none for the last half-year, as he intended to resign his office on account of the insufficiency of remuneration, a circumstance which, I fear, will lead to similar results in more cases than his. I have much pleasure in reporting progressive prosperity in our admirable system throughout the county, indeed I do not know any of our national schemes or institutions, in regard to which there prevails so much unanimity and harmony, combined with hearty co-operation, as this. In almost no instance do I find the least reluctance to submit to heavy taxation, for the support of schools. The free system has been universally adopted, and the public mind becomes daily more favorable to it. The qualifications of teachers are also of a higher order; many young men of promise devoting themselves to the work, whilst the best evidence that their services are appreciated is seen in an increase of remuneration. Still I have to complain of the miserable hovels in which most of our schools are kept, to the deterioration of the taste of the children and often at the risk of their health. In this respect, however, I hope soon to see improvement; the evil is being felt, and this is the first step towards amendment. One great hindrance is the irregularity of sections, and also of school sites. These, however, will gradually be removed. There is a growing desire for equalization of sections and centralizing of sites, and I believe, in some cases, the proceeds of the Clergy Reserves will be appropriated to building."

115. *Peter McLillan, Esq., Easthope North*: "I may state that our school-library is giving great satisfaction. Although this is only a small section there have been fifteen hundred readings the first year."

XXXVI. COUNTY OF HURON.

116. *John Nairn, Esq., Ashfield, Biddulph, &c.*: "From the township reports that I have transmitted you will perceive that we have now 91 schools in the township of Huron, and I am glad to say that at present all are in active operation. None were intentionally closed any part of last year, although a very few may have had some difficulty in securing teachers of the right kind so early as they might have wished; but I have always found the trustees manifesting the utmost anxiety to have their schools regularly kept under qualified persons. It is certainly a pleasing reflection that in every, even the remotest, part of our county, such efforts should be making to impart a sound education, and it is also cheering to state that while the schools have increased so much in number, there having been only fifty-seven in 1854, the system has been greatly improved since that time. What distinguished the Sessional School of Edinburgh, under the celebrated Mr. Wood, namely, a strict attention to the understanding of the subjects under consideration, with the roots and derivations of words, prefixes and affixes, are now regularly followed out with much success in several of the Huron schools. There are of course some teachers less zealous than others, and who do not sufficiently appreciate the intellectual system, but the great majority deserve commendation for their endeavors to introduce such exercises into their schools, and if they are not found with some the fault lies with them, as the children almost always take delight in such lessons. Frequent changing also is a sad stumbling block to general progress, and nothing tends more to ruin a school seemingly in an improved state. During the last six months thirty-five have changed teachers, and the evil results accruing from these removals are really deplorable. Some of them that had last year clever enterprising men, with smart intelligent pupils, so well instructed as to call forth the admiration of visitors, are now sinking to the lowest grade. It is surprising how quickly, in such cases, a change appears. For the sake of a few pounds advance of salary sections have recently lost first-rate teachers, and this injudicious conduct causes a loss often ten times the amount. Trustees should really make every effort to retain him who performs his duties in a faithful, efficient manner. Our system is so excellent as to require few suggestions, but I again beg to call your attention to the case of children attending a school different from that of their residence; also that trustees should be obliged to pay salaries half-yearly, instead of letting them stand over to the end of the year. At present, the teacher draws nothing during the first six months of his engagement; in August he receives a small payment of Government money, and after that not a shilling until the taxes are collected, with the exception, perhaps, of a trifle in ratepaying schools. This is very inconsiderate in these times of no credit. The mechanic gets his wages weekly or monthly, but the useful trainer of youth must provide for his wants at a great sacrifice of income. I know some who have been obliged to borrow at an exorbitant rate of interest, in order to meet the wants of a family. An amendment of the Act, therefore, on this point, is much required."

XXXVII. COUNTY OF BRUCE.

117. *William Gunn, Esq., Bruce, Huron, &c.*: "A glance at the Annual Returns will at once indicate the very meagre state of school matters in this township. I regret to state that nothing has been done in reference to the establishment of libraries, at least, nothing of such a tangible nature as to appear in print. The average standard of teachers' salaries has not declined during the last year; No. 1, Kincardine, pays £125, which is a high rate, when the circumstances of the County are considered. Last year, all our Municipal bodies in Council caused a census to be taken of the entire population, distinguishing the school portion of each township. The figures reported by me for 1856, are based upon it, making a trifling addition for new comers, which I believe to be rather under than over the mark. You will perceive that non-attendance varies greatly in sections. This is easily accounted for, when you take into consideration the particular class of settlers which may happen to occupy the lands of one. Explanatory of this otherwise unintelligible feature in the Report, I may state that large tracts of this fine country are settled by natives of the Hebrides Islands, who, as you may remember, were ejected in great numbers, within the last ten or twelve years, and Highlanders from Cape Breton. Wherever these people have the sway, educational affairs do not prosper. They generally return one of themselves as trustee, no matter if more suitable men can be found. Many can hardly scrawl their own names, even in a mechanical way; as to writing anything else, that is out of the question. Sometimes I am obliged to transact business with an entire Board of Gælic, none being able to speak English. The explanation will throw light on the great differences in the per centages of those unable to read and write in the respective sections. Necessary causes, undoubtedly, prevent children occasionally from regular attendance at school; but I have no hesitation in returning, as the true one, or indifference of parents. In connection with this serious drawback to our system, I advocated, in my general remarks in 1854, the propriety of rendering attendance under certain regulations, compulsory. Time has confirmed me in the opinion then expressed, as to the necessity of such a measure. I have also ascertained that, on the part of many, whose opinions are entitled to respect, a similar feeling exists. The schools, you will observe are, with one exception, free. I have taken no part in the matter, not being a thorough convert yet. The few objections, however, urged against it would, I think, disappear, were universal attendance insisted upon. On the whole, taking into consideration the extreme poverty of a great number of the settlers, educational interests are steadily progressing, favorably, though slowly. I regret to state that, in many instances, municipal councillors, and school trustees have exerted all their influence to the detriment of education. It is discouraging to be called on weekly, and daily to combat the objections, and to alleviate the prejudices of the ignorant; but to find those from whom better things might be expected, throw their entire influence in preventing the free course of enlightenment, is lamentable indeed. In the matter of public libraries, the principal action against their establishment has been on the part of our men in power. In some cases your own circular to the heads of municipalities in reference to the appropriating portions of the clergy reserves to

the purchase of apparatus, &c., was suppressed by the Reeve, and although, in many instances, at jobs given out on the roads, payable out of their fund, one man and a yoke of oxen could earn at the rate of ten or fifteen dollars per day, in November or December last; not a dollar could be obtained towards the establishment of public libraries. The fact, in so far as this portion of the world is concerned, seems as if a blight had fallen upon the fund, which has come into the possession of the municipalities; nor has this state of things been confined to this district, but prevails all through the new country. It is much to be regretted that the fund was not, in the first instance, applied to purposes of education, irrespective of all control by the municipal bodies. The present prospect, as far as libraries are concerned, is very discouraging. I do not, however, despair, (whether I am turned out of my present office or not, on account of my advocacy of these important points,) of your hereafter receiving pleasing reports from this section of the country, in reference to the establishment of public libraries. I have been enabled to accomplish much good in the matter of school architecture, and I trust to effect something satisfactory in heating and ventilation, subjects which have hitherto been woefully neglected. The want of a better supply of efficient teachers is very greatly felt throughout this township. We find it impossible to meet the demand, and to a great extent the standard of qualifications, although meeting the requirements of the law, is lamentably low. Steady young men who intend following the profession of teaching, having matrimony in contemplation; or married men with small families, would find in these new settlements very favorable inducement to remove thither. I would particularly mention the facilities which exist for acquiring a little property, and the satisfaction of possessing a permanent home at a trifling outlay, and without, in any way, interfering with their professional avocations. Such persons may, with safety, be recommended to, at least, visit this country.

118. *The Rev. J. H. McNaughton, Arran, Elderslie, &c.*: "It appears to me very gratifying that there are now six schools in operation in the township of Arran, all opened, for the first time, in 1857. I expect to see two or three more in operation during the present year. Elderslie is one of our next townships; therefore, we have only one school reported from that quarter; but another was opened in January, and a third is now looking out for a teacher. One of the councillors informed me the other day that he thinks there will be eight or ten in that township before the 1st January, 1858. I am sorry to see that Saugeen has made so little progress during the past year. But even here, I am glad to say, the people are beginning to move in the right direction. There is one Union school waiting for a teacher, and in another section they are preparing to build. We have now two Normal school teachers, one in Arran, and the other in Southampton. There are others who, although they have not enjoyed any professional training, are doing admirably, but I hope to see eventually all our sections supplied with properly trained teachers."

119. *John Eckford, Esq., Brant, Carrick, &c.*: "You will perceive that we are nearly destitute of school libraries. I have endeavoured in my public lectures

and addressess to convince the people of the benefit that would be derived from a well selected assortment of books, established in connection with every school. Many seemed to regard the power to read as the end to be gained, rather than the means of the acquirement of useful knowledge. More enlarged views, and right feelings are now more prevalent, and I think all opposition to such institutions, as expensive and uncalled for, will speedily cease. When I consider, however, that the settlers have, in general, exhausted their funds in the purchase and improvement of lands, and in supporting families before they obtained an adequate return from the soil, and also that the municipal and school taxes are heavy; that the home market is nearly closed, and no outlet for surplus produce, I feel it would be injudicious to urge them at present to further exertion. Though located in the bosom of the already famed valley of the Saugeen, renowned for its fertility and salubrity, and many other advantages; nevertheless, from the above mentioned causes, many industrious people are in straitened circumstances. I would have been happy to report a larger number of schools opened in 1856, and I assigned reasons in my last report for believing that they would or could only come very gradually into operation. However, the increase would have been doubled, but for the want of suitable teachers. I have to report further, that these townships are now all divided into sections, and that while some schools are ready to be opened, as soon as proper teachers can be obtained, others are favorably progressing towards the same condition. In nearly every section progress has been made. The trustees are attentive to their duties, although some are to be found whose removal would cause us no loss. I am happy to state that only one of our schools has not prospered much. In all the others, the teachers have my commendation. Several of them are very skilful instructors, and the hearts of all appear to be in the work. While we have some of exemplary moral character, we have also those of a higher class than formerly. The sections are in good order, working harmoniously together. I may, in a few words, notice the Roman Catholic separate schools in Carrick. German is the only language taught or spoken. I have urged the necessity of English instruction, at least, in conjunction therewith, and the force of my remarks has been acknowledged, and may lead to improvement. I have seldom seen children progress more rapidly than those in this school, under their most laborious and indefatigable instructor, a man of twenty-five years experience in the profession in Germany. Still, I almost regret its existence here, on the ground that all the people of the section are Germans, and Catholics, and their separation is burdensome to themselves, and hurtful to the common school sections. I have, however, visited more frequently than the law requires, and given them every assistance in my power, and will continue to show the same attention so long as they remain separate, agreeable to the requirements of the Act relating to these schools. The free system is generally approved of here. It may not be out of place to observe, that the children are remarkably healthy; it is rare to see one weakly or sickly looking, and fever and ague are unknown. To the question I put to the teacher sometimes—Have there been any deaths among your scholars?—I scarcely remember an answer in the affirmative. It is due to the children to say, that in most of the schools their remarkably good conduct and peaceful beha-

viour have been mentioned to me, for which of course, they received my thanks and commendation."

XXXVIII. COUNTY OF MIDDLESEX.

120. *The Reverend Richard Saul, Adelaide*: "I believe the interest in reference to the importance of Common School education is progressing. There has been a general apathy on this important subject, but now, I hope, the people are waking up to the matter; six out of ten schools are free, and I am happy to say that the determination to have them has become general. Only one has imposed a rate to the utmost extent required by law, the remainder have only a low rate, and I believe as a general thing it would be much better and more satisfactory to all parties were Free Schools made general by law; it would prevent much contention, and would no doubt promote better feelings and cordiality in school meetings. After all there is much need of greater improvement, there is remissness, and too great a desire for cheap teachers, that is for those who will work for a low salary, when in the majority of cases it is far better to have a well educated and well trained person, should his salary be twice as high as the other. I had anticipated much good from the libraries, and expected a general interest to be taken in them, but from the report I find only 91 individuals returned as having made use of the books; and supposing the reading population to be 1503, it leaves a total of 1412 who do not avail themselves of this invaluable privilege. I find also that the regulations are not in all cases observed, and consequently no very beneficial influence is exerted. I believe that were public lectures delivered by Superintendents and others much good would result; but how can the former, on the small pittance allowed them, attend the County Boards and pay their own expenses four times in the year, visit all the schools twice, deliver ten or twelve lectures, and attend to all the other affairs of the Township. Until he is better remunerated the duties are not likely to be efficiently performed, however much he may desire the public good. Then frequently changing Superintendents is not likely to amend the matter, and it must be the case until we are more justly compensated."

121. *Archibald Campbell, Esq., Curradoc, Delaware, &c.*: "It is gratifying to report an improvement in many of the schools in this Township, also an increase in the number of them. This year two new houses have been erected. One, a neat framed building, in section No. 11, built in the midst of the primeval forest, whose shadow casts a sort of sombre aspect round it. It is pleasant to witness intellectual progress even in "the bush." In No. 2 a very comfortable brick building was erected. In this section no common school was ever held, principally owing to the opposition of those having none to send. Happily for the interests of the rising generation, opposition to paying for the support of schools is fast giving way. In a few no perceptible improvement is observed. The reason I attribute to the too frequent change of teachers, and also a deficiency in the qualifications which should always characterize the efficient instructor. Where competent men are engaged, and remain in the same section for some years they and the people acting in concert, such schools invariably improve more rapidly than where there

are changes several times a year. To show the advantages of the former, I cannot refrain from mentioning an instance. In section No. 12, Carradoc, where the teacher was not changed for more than two years, the advancement of the boys was such, that some of them figure conspicuously in the Canadian Almanac for 1856 and 1857, the other branches of education not being at all neglected. The common school libraries in the township of Delaware and Williams seem to be appreciated by a number of the inhabitants, while the aspirations of others do not appear to be after intellectual knowledge. That they are valued by the thinking portion of the people I am sure there is no doubt, and no better proof can be given than that at a recent meeting of the inhabitants of Delaware a resolution was passed appropriating £25, which when transmitted to the Educational Department will increase the library to the extent of £50 worth of valuable books. I regret to say that the Municipal Council of Carradoc has made no provision in this matter, notwithstanding the ample means at its disposal from the Clergy Reserves. I and others came before the Council, and with all the arguments possible, even to the position of humble suppliants, have we implored a portion of the money to establish a circulating library. Petitions also have been presented: but all to no purpose, the Council, not however unanimously, remaining inexorable. The head of the Municipality warmly protesting against voting for a purpose, according to his view of things, to be deprecated. These funds, amounting to nearly £800, have been apportioned equally among the sections, whether large or small, giving unions, of which there are two, half as much as to each of the others. I am of opinion that some of the sections will avail themselves of this opportunity and establish a library, without in the least encroaching on the ordinary resources. But I fear that others will appropriate their share to purposes whose effects may be less enduring. Being about to retire from office I take this opportunity of thanking you sincerely for the prompt attention you have invariably shown me, in my correspondence with the Department."

122. *John Cameron, Esq., Dorchester North*: "It affords me much pleasure to inform you that the Free system is gaining ground; there are a greater number of these schools this year in North Dorchester than last. I am confident that the time is not far distant when every Township in Upper Canada will be for this system. It must be admitted, that education based on moral and religious principles is the only sure foundation for the benefit of mankind, by it nations have been distinguished, and individuals honored. The peace and prosperity of Canada depend on intellectual improvement, and this cannot be accomplished without a free education. It should be considered as a public debt and a public good, and has a claim upon property for its support as much as any other object or institution. I regret to say that some of the school houses are not as commodious or well furnished as they ought to be, in order to facilitate the progress of pupils, and to enable the teacher to perform his duty with accuracy. But it is to be expected that some three or four new ones will be erected this year; and in conclusion, I am happy to state that so far as I am qualified to judge, our schools are in a progressive and healthy condition."

123. *The Rev. William Ames, Mosa*: "On the whole I think an increasing interest is being felt in the intellectual improvement of our youth. In Section No. 11 an excellent brick schoolhouse, 36 x 36 has been erected, which is certainly a great credit to the neighbourhood. In section No. 4 they are preparing to build another during the ensuing year, to be substantial and commodious. In others, too, the people are thinking of superseding the the old log buildings by something more in accordance with the spirit of the times. The frequent changes taking place in the boundaries of sections consequent on the springing up of new villages, &c., render it difficult in many cases to know what to do for the best. So far, many of the schools are exceedingly deficient in the necessary apparatus, and up to the present, there is not a library in the township. However, progress seems to be the order of the day, and we trust that although it proceeds slowly, all deficiencies will be remedied bye and bye. I am happy to learn that the holy scriptures are used to some extent in all the sections."

124. *Charles Hardie, Esq., Nissouri West*: "The inhabitants have supported their schools with more harmony among themselves last year than formerly, as you may see by the decrease of the rate bill funds to a trifling amount; by the increase of receipts and expenditures; and by the larger number of schools. Schoolhouse No. 1, referred to in my last report as being too small, is now supplanted by an excellent frame building. No. 14 is completely repaired and a well dug. I have not had a single application in favor of trying to get a cheap inefficient teacher to fill any situation here, as the people by experience have discernment to know that cheap instructions, and rapid progress in instruction are contraries. My apprehensions of having a troublesome year have been happily disappointed, with the exception of one school. Our library is not in such a flourishing condition as formerly, owing to the Council not having caused the wards to exchange books with each other, (the several works in each having been repeatedly perused by the reading portion of the community,) so that a change is absolutely required, or a further supply of other works, which cannot yet be expected, as the general outcry at present is against an increase of taxes for any purposes whatever, because the public improvements of the county have been conducted on such an extensive scale that further demands would at present be objected to; still the prospects for an excellent library are not hopeless. We have also great reason to thank you for your able and talented defence in behalf of our Common School library and requisites. I wish you success in your arduous and honorable undertakings, and trust that no enemy to the diffusion of learning and knowledge will ever be able to baffle your efforts in such a glorious cause."

125. *Adam Murray, Esq., Westminster*: "Comparing the accompanying with my report for 1855, it will be seen that there has been no increase in the attendance during the year just passed. Such a state of matters would induce a belief that the obligations of parents to provide for the education of their children are in many cases not recognized. The existence to a certain extent of indifference on the part of some to the intellectual improvement of their offspring is too obvious to admit of dispute, and the reflection, that in a country where the means of a

common school education are so amply afforded, and brought within reach of the most indigent, so many are still found to be careless of these and insensible to the deep responsibility imposed upon them, excites feelings of a most painful nature. It is proper, however, to state that our want of progress in the matter already noticed is not to be attributed exclusively to the neglect of parents, but in part to the impossibility of procuring competent teachers to fill vacancies which occurred at the close of the first half year. I am happy to be able to invite your attention to the increase in the average annual salaries, as shown by my reports for last year, and I may add that a corresponding advancement in literary and practical acquirements is observable. The fact that under a heavy and increasing taxation imposed for disbursement of debts incurred for public improvements, the increase above alluded to has taken place, affords pleasing evidence that the mass of the population is not disposed to overlook or neglect the mental instruction of the young. Under the healthful impulse given by the present system, there is everywhere apparent an advancing sentiment in favor of education. The extent to which this feeling prevails warrants the conclusion, that with its full development the people of Canada connect future prosperity and greatness. Another symptom of progress which may be noticed, is a growing desire on the part of the people to secure the services of teachers whose attainments are such as to qualify them for efficiently discharging the duties of their office. From my own report you will perceive that the number of free schools has not augmented. It is worthy of observation that such a fact is not a correct indicative of the feelings of the people in reference to that system, my information on the subject enables me to state that in general they are cordially in favor of it; but adopt the rate bill from a wish to avoid angry discussion, and the exciting of unpleasant feelings in those who are either unable or unwilling to perceive the advantages of free schools. That much room yet remains for improvement is readily admitted, but it affords me much pleasure to express my conviction that the cause of education is making decided progress, and here I beg to congratulate you, Sir, on the marked success of the generous and ennobling system of education, to the establishment and harmonious working of which you have so largely contributed. I beg to convey on my own behalf, and on that of all others interested, the expression of sincere gratitude for the courtesy and kindness with which our communications with you have been treated, and for the prompt advice given on questions of difficulty in school matters.

XXXIX. COUNTY OF ELGIN.

126. *Archibald McLachlin, Esq., Aldborough, Dunwich, &c.*: "This being my first year's acquaintance with the state of the common schools in the townships of Aldborough, Dunwich, and Southwold, I cannot pronounce upon the extent of their progress as compared with that of past years; my remarks will therefore have exclusive reference to the indications they exhibit during the brief period of my official connection with them. School sections:—The evils arising out of small sections; houses uncomfortable and unhealthy, unsuitable in their internal arrangements, and repulsive in external appearance; teachers of inferior qualifications en-

gaged but a part of the year ; heavy taxation ; contention and strife at each recurring meeting ; the season of youth, the best adapted to the acquisition of knowledge, and the formation of a character calculated for usefulness and success in the business of life passing away without improvement, forced themselves upon my notice at an early period of the year. By addressing communications on the subject to the municipal councils, and by attracting the attention of the people to it in my public lectures, I succeeded in obtaining a re-arrangement of the boundaries of all the sections in the townships of Aldborough and Dunwich ; an arrangement by which they were made to embrace on an average 5000 acres in the old settlements, and a still larger area in the recently settled and poorer parts of the country. The result of this is already seen in the vigor and alacrity with which the people have gone into the work of improvement. In six of the newly arranged sections, schoolhouses of a superior character are already under contract, and more will speedily follow this admirable example. I trust to be able to follow up these alterations in the township of Southwold during 1857. It is only when the ratepayers feel that their boundaries are permanently established, and their strength quite adequate to the support of a good school, that they can be expected to go forward in peace and harmony, cheerfully spending money in the erection of good schoolhouses, and all other things connected therewith. In thus enlarging the sections, the distance to walk is sometimes materially increased, but I am far from considering that an evil. I believe the experience of most teachers will concur in the statement, that pupils who travel over the most space are punctual and regular in their attendance, and diligent in study. The parent should also think less of distance, and extend less sympathy to the child on account of it, if he knew that when once in the school-room, he would be comfortable in his body, and in a fair way of improving his mind, a state of things which seldom obtains elsewhere than in large sections. Teachers and their schools :—The teachers are uniformly possessed of a moral character of a high tone, with three exceptions ; they are diligent in discharge of their duties, often soliciting advice on matters of discipline and methods of instruction. They all teach upon the intellectual system, regarding the youngest pupil as a being not endowed merely with memory to commit and retain names ; but with perceptive faculties to acquire knowledge ; judgment to compare and reason ; passions to be restrained ; affections to be properly directed, and a conscience to be strengthened and set in authority. In government, the magisterial reserve, and austerity of other days are fast giving place to kindness and affection, and instructing, they aim rather to interest and to lead than to task and to drive ; and by suitable illustration and frequent questioning to give a thorough understanding of the subjects of study, than to insist upon a precise, technical, and wordy recitation. While I noticed that these principles were recognised in the operations of every school that I entered in the West Riding, I must observe that there is a great disparity in the skill with which in different schools they are put in practice, and consequently a proportionate difference in the fruit which they bear. Analysing the schools in operation for the past year, with reference to the character of the teaching, and judging that the best instructor is he who aims, by active vigorous exercise, to train and develope the intellectual powers,—2 might rank as very

good ; 10 good ; 14 middling ; and the remainder inferior. In May, 1854, I addressed a circular to the teachers of the county, which resulted in the formation of "the County of Elgin Teachers' Association." Since its organization it has held its meetings in St. Thomas three and four times a year. These were attended by teachers and trustees from all parts of the country ; the object is by mutual and self dependent effort to elevate teachers to their proper status in society ; to advance their literary qualifications ; to verse them in the science ; and to improve them in the art of teaching. The agencies employed for this purpose are : 1. The meeting of the association, at which lectures are delivered, and at which modes of teaching the several branches of common school instruction are explained, and illustrated by the most approved apparatus. 2. A library of upwards of 200 volumes of select and standard works in every branch mentioned in the programme for the examination of "first class teachers," which makes it emphatically a teacher's library. 3. A museum comprising models of school furniture, and specimens of diagrams and apparatus. These serve the double purpose of illustrating methods of teaching, &c., while the association is in session, thus sending away the teachers present acquainted with their advantages, and impressed with their importance as a means of communicating instruction to the young in an agreeable and interesting manner ; and they afford to teachers and trustees an excellent opportunity of determining on a sensible selection for their schools. As the chief aim of this part of the machinery of the association is the speedy introduction of the maps, diagrams and apparatus for sale at the Educational Depository, it is specimens of such that chiefly comprise the stock. The number is few as yet, but it is proposed to add to them as means will allow. I have been an eye witness to the proceedings of the association since its commencement. The exercises have, in every instance, been well chosen, and in most cases well executed. Each meeting adds to the list of membership, and to the happy and elevating influence which it has exerted, and is exerting upon the common schools of the county. I think it is to be regretted that so noble and well sustained an effort on the part of the teachers could not be aided under the present regulations of the council of public instruction, and that the association in its purchases at the Education office cannot be placed upon the same footing as corporations and municipalities. The County Board of Public Instruction :—The county board has discharged the duties devolving upon it, under the school act, with a faithfulness and diligence that is in the highest degree praiseworthy ; requiring from candidates undoubted testimony of habits of sobriety, good moral character, and a competent knowledge of the branches mentioned in the programme before issuing certificates in their favor, and contrary to general expectations, the stricter the examinations, and the higher the standard insisted upon, the greater the number of candidates that appear for honors. At the last meeting of the board, 48 candidates enrolled their names for examination—a sufficient number to supply one-half the number of schools in the county. The School-houses :—The state of a large majority of these buildings, that should be the pride, the ornament and the crowning glory of each neighbourhood, is a source of humiliating reflection to all connected with the work of advancing the interests

of common schools. Of the houses of the West Riding, 12 may be said to be good, being frame, tolerably well finished, with seats and desks made and arranged for the comfort and convenience of the pupils ; 6 are barely comfortable ; and the remainder are totally unfit for the purposes for which they have been built. The Clergy Reserve Funds :—To the propriety of devoting the Clergy reserve monies to the support of the common schools, I drew the attention of the people in my lectures, and of the municipal councils of Aldborough and Dunwich, in communications addressed to the Reeves. The council of Aldborough gave five pounds to each trustee corporation, for the purchase of maps and apparatus for the use of their school, out of these moneys ; and I have reason to believe the remainder will be disposed of in a similar manner. Of its share, the council of Dunwich has set apart fifty pounds for the establishment of public ward libraries, and at special meetings held in a majority of the sections in the township, resolutions were passed, strongly recommending the council to apply the whole of the funds to encourage the erection of a better class of school buildings for other educational purposes. I have been informed that the application of these monies was made a test question at the municipal elections in January ; and that all the candidates pledged themselves to devote all sums due to the township from that source to the establishment of public libraries, and to the encouragement of common school education. The magnificent sum of nearly £1,400, the amount received by the township of Southwold, was applied to reduce the taxes of the municipality. Public libraries :—All the public and school section libraries established by purchases at the Educational Depository, have the books covered, labelled and numbered, but the part of the library regulations referring to the lending of books is not in every instance enforced. I could not obtain satisfactory information as to the extent to which the books are circulated and read ; but in the immediate neighbourhood of the libraries there is quite a demand for them, the advanced pupils of the common school forming by far the greater number of readers. In their examinations they were more ready with practical information beyond the lessons of their text books, and generally evinced a greater degree of intelligence than children less favorably situated, with respect to library accommodations. Much of the happy influence which this noble feature of our system is exerting, not only on the rising generation, but on the community at large, is not subject to the direct observation of the most vigilant school officer ; nor is its extent easily estimated. The many families whose hearths are made attractive ; whose long winter evenings are rendered pleasant and instructive ; whose tastes are elevated and refined ; whose range of thought is enlarged ; and whose acquaintance with literature and science is promoted by the perusal of the sound wholesome information of our public libraries, are things of which a superintendent can only get occasional glimpses. The generations of a future day can alone see the result, and estimate the credit due to the ability, patriotism and philanthropy of the man by whose untiring exertions, free public libraries were engrafted on that system, under which upwards of 3,000 Canadian schools are made annually, to extend the blessings of a sound elementary education to over 227,000 Canadian children. Educational lectures :—I have attended to the duty

of delivering lectures, and the large audiences that met me on these occasions were to me gratifying indications of a desire on the part of the people to acquire information that might be rendered available for the improvement of their schools. My experience on this point would induce me most cordially to subscribe to the words of your circular of August, 1850. "No man ought to aspire to the office of local superintendent, or retain it a week, who has not the heart and ability to prepare and deliver public lectures, in a spirit and manner worthy, in a great degree, of a cause interwoven with every vital interest of our country's civilization and happiness." I shall feel most happy, if from these remarks, in connection with the statistical report I send, you will be able to glean satisfactory evidence of the progress and good results of that system, upon the rearing and advancement of which you expended so much of your talents, industry, perseverance and enlightened zeal, and shall always feel proud to find myself an humble co-operator with you in so great and glorious a work."

127. *The Reverend Edmund Sheppard, Bayham, Dorchester, &c.* : "Although there are some imperfections in the reports I now transmit, yet I think they are more comprehensive than those of last year. In many sections the Trustees are more alive to their duties and more prompt and accurate in discharging them, still it is to be deplored that there are many who are careless or incompetent, or both. My reports will show that the profession of teaching is becoming more lucrative, as it is certainly more respectable and honorable. Many who are already engaged in it are industriously applying themselves to self-improvement, and others are preparing for the discharge of the duties of this responsible occupation. You will also notice, by the amount expended for these purposes, that more interest is taken by the public in the building of good schoolhouses, and in furnishing them with proper maps and apparatus. I am ashamed to direct your attention to the amount expended for libraries; we certainly have much need of more interest in that particular. We have some books, but nothing like a sufficient number to furnish reading matter for our youth. I have pleasure in reporting an increase in the number of schools, in which the Bible or Testament is read. In visiting I recommended their use, for though the practice of teaching reading by means of the scriptures is not I think commendable, yet to show children how to study and understand them appears to me of the greatest importance. More attention has been paid to the delivery of lectures during the year, the number reported you will perceive is much higher than in previous years. The attendance and attention at three lectures were very encouraging; in some localities especially there was quite an enthusiastic desire to hear them, parents and children attending those delivered in adjacent sections as well as in their own. I think much good has resulted from them, the subjects mainly spoken of were education, mind, common sense, memory, knowledge, progression, man, formation of character, society, light, heat, air, and water. You have already been apprized by the worthy Reeve of the Township that the Malahide portion of the Clergy Reserve Fund has been appropriated to the noble object of education."

XL. COUNTY OF KENT.

128. *David Mills, Esq., Camden, Chatham, &c.*: "In every respect there are striking indications of advancement in educational matters. The schools were kept open longer, and the attendance was larger during the past year than at any previous period. Not only have the youths of the country been wisely provided for by the establishment of National Schools, but the founding of these has awakened an interest in the progress of education which, if we consider the short time that has elapsed since our present system was first introduced, is truly wonderful. Every year it is engaging the attention of the people more and more, and it soon must receive from them that consideration which a subject of such vital importance to the intellectual grandeur and moral greatness of a free people should command. If we compare public sentiment and the provisions for education that existed a few years since with the same at the present time, the advancement of the people will be clearly perceptible. At one time there was a great dislike to the payment of school tax, and its supposed injustice was vehemently condemned; now, such an opinion is rarely expressed. Every failure in the efficiency of our schools, whether it was caused by the incompetency of teachers, the indifference of parents, or the inadequacy of means was attributed to some defect in the law; and it was thought that if the Act was what it ought to be, the schools could not be otherwise than perfect; while so little attention was given to its provisions, that not unfrequently those whose duty made it necessary that they should be, to some extent at least, acquainted with them, have not even been aware of their obligations. Schoolhouses of the worst description were erected, without any regard to the preservation of the health, the cultivation of the taste, or the improvement of the social and intellectual faculties of the children. The few desks with which they were furnished were of every possible inclination; the seats were without backs, of every length that the dimensions of the room would permit, and of every accessible height. Ceilings were frequently so low that it was necessary to put windows in transversely, in order that there might be a sufficiency of light, and it is not now wonderful that many parents, recollecting what they endured themselves, permit children to remain away. It was believed if the room was sufficiently large to seat all the children who might attend, it was large enough. It was the place in which the teacher had the most labor and the least success; pupils were rendered stupid from impure air, and suffered no small amount of pain from badly constructed seats. Habits of order were destroyed, good taste vitiated, and the extremes of heat and cold experienced within a few hours. Whoever then devoted himself to the profession of imparting knowledge, however limited his qualifications, literary or professional, was believed to be capable of teaching everything that children should learn, the subjects taught were therefore few, and badly performed. The schools—those sunny spots in which genius might be quickened into life, were ill adapted for that purpose. Such were, at one time, the means provided for the education of a people, now rapidly advancing to national greatness. But few would, at this moment, be satisfied with such provisions as I have just narrated, and still fewer would say they were adequate to the purpose. The inhabitants of Upper Canada

are under deep obligations to you for the zeal you have manifested in the great work of education, for your persevering industry in perfecting the system, for the facilities afforded, and the inducements held out to supply the schools with maps and apparatus, and the whole people with libraries; and also for the prompt and able manner in which the onerous duties of the Education Office have been discharged, and every friend of the country, every patriotic Canadian must feel gratified at the success which has attended these efforts, and at the rapid progress of the nation in educational matters. The free principle which at first met with such decided opposition from the tax-payers is rapidly winning public support. The number of such schools in the county during the past year, was larger than at any previous period, and the number this year is much greater still. One good effect of leaving the adoption of it to the population of each section has been, that difference of opinion gave rise to enquiry, and the people have become much better acquainted with the principles upon which it is based, than if it had been from the first compulsory; and now that science has demonstrated its efficiency, and investigation shows that the free system is the only one consistent with the national character of our schools, they should be established by law; were this done, neither the parsimony of the selfish, the prejudices of the ignorant, nor the insidious attacks of the enemies of liberty, would endanger its permanency or impair its usefulness. I think we should not stop here; to me it appears consistent that if Government has anything at all to do with education, if it has a right to impose a tax directly or indirectly for the maintenance of schools, (and its right to do this is now scarcely questioned) it must also have a right to prevent these means being ineffectual in educating the people. By adopting a system of national education, we declare that it is not an individual or parental duty, but a state one, and Government has undoubtedly the same right to compel attendance of children when they are not sent by parents or guardians, that it has to compel the payment of school tax when necessary. Nor would the rights of any parents be violated. No one can claim the unenviable distinction of keeping his offspring in ignorance, to deprive them of the benefits of instruction provided by the State. Every person living in civilized society enjoys certain advantages as a social being, and society has the power of demanding that he is qualified to reciprocate those benefits. It therefore, (by means of its agent, the Government,) provides for his education, not merely on the ground of benefit to the individual recipient, but to the country of which he is a citizen. The parent cannot demand to do that which is obviously wrong in itself, hurtful to his children, and opposed to the interests of the country. Rendering attendance compulsory would not at all affect those who are willing to send, and those who are not would only be prevented doing an injury to their children and to the State. The right of the parent to direct every action of his children is not a natural one, and should not therefore in this matter be made legal. We do not recognize a power in the former to oblige his offspring to steal, and in this way injure the State; then why recognize a right to keep them in ignorance. The rights of the State are as much natural rights as those of parents, and having the same origin cannot be conflictory. Neither can claim exemption from doing what is just, and ignorance, I believe, in this country, is universally admitted to be an evil. I think

also, there should be a more systematic gradation of studies, arranged in the order of intellectual development. At present the practical utility of the knowledge imparted is made the primary object in education, instead of the expansion of the various faculties of the mind. In visiting the schools of this county, I observed that a general disposition to throw everything on the teacher prevailed. Parents appear to think if they send their children and never visit themselves they are doing all that is necessary. Both instructors and pupils require sympathy much oftener than they receive it. I know nothing which so much animates and encourages the former as the frequent visits of parents and others, especially at the quarterly examinations. Nothing can supply the place of their zealous co-operation and frequent visits. The want of these is very disheartening to the well qualified teacher, and finding in consequence that he cannot bring his school to the state of efficiency he would wish, he quits the business, and engages in some other where his labors will be more valued. However, even in this respect there is improvement, there are more visits than formerly, and when parents become aware of the benefits they may confer in this way, they will, I have no doubt, visit the schools more frequently and cheerfully, as they have hitherto provided the means of their support. While the literary qualifications of a majority of the teachers are tolerable, their professional ones are on the whole inferior. To this, however, there are many honorable exceptions. Teaching is still too much an exercise of memory independent of the judgment, and the habit of disassociating thought from reading, to some extent prevails. Whether this is not partly attributable to the books, it would, perhaps, be well to enquire. The schools of the county may be classed as follows: 10 good; 15 tolerable; 30 middling; 20 bad. The bad are made such, as much from the newness of the sections and the inability of the people to keep open their school for any length of time, as by the inferior qualifications of the teachers. Of the new school-houses 11 are good; on the whole a much better class than any that had been previously built; and those improvements in the style of desks, &c., which, had they been suggested a few years since, would have subjected the proposer to the severest criticism are now gladly adopted. It will be seen from the following statement that the expenditure for school purposes was greater last year than in 1855:

	1855.	1856.
For Teachers Salaries.....	£3926 18 2	£4146 12 2
For building Schoolhouses.....	885 1 6	2071 11 7
Other expenses.....	255 1 5	464 12 6
Total expenditure.....	£5067 1 1	£6682 16 3

The attendance last year was larger, and the schools were kept open longer than they were the previous year, as the following statement will show: Attendance of pupils—

1855.	1856.
School age.....3843	School age.....4109
Other ages..... 306	Other ages..... 427

Total attendance for 1855 was 4149; for 1856 it was 4536, being an increase

of 387. The average for 1856 was, for the whole year, 1445, for the time open 1927. There are in the county 1123 persons of school age, who were not attending in 1836, being 425 less than in 1855, and of these 1123 I am inclined to believe the greater number are under seven years of age, and the children of colored people who from the strong feeling against mixed schools, are actually prevented sending. On the whole, educational prospects are cheering, and everything is rapidly improving."

XLI. COUNTY OF LAMBTON.

129. *The Reverend Alfred Chute, Bosanquet*: "I have observed with regret that the schools are not well supplied with maps, apparatus, &c., and I have urged upon the trustees the necessity of furnishing them with every facility for the improvement of the young, and to aid the teacher in the efficient discharge of his duties; some have promised to attend to it immediately, and have already, I think, forwarded their orders to the educational department. I observe a growing desire to secure a better class of instructors. We have at present two from the Normal School, and their superiority begins to manifest itself. This is easily seen in the high wages they command. It is gratifying to observe the results of the free system, you will perceive that all the children in Bosanquet are being well trained in our schools, whereas, if we had the old plan, many of the parents and guardians would not be able to procure an education for their little ones. I wish from the bottom of my heart success to free schools, and I pray God that the hand may be paralyzed that would attempt to destroy them, rather let the principle be improved, and made absolute, that it may cultivate and ennoble our rising population."

130. *Wellington Buchan, Esq., Enniskillen*: "I have great pleasure in stating that the schools are doing well. During my visits at different times, I have observed a steady general improvement. The people seem to be very willing to have their children educated, though sometimes they are careless about finding books, paper, &c., which is a drawback, and creates great confusion. The library belonging to section No. 2 has, I understand, a very good influence in the neighbourhood where the books are circulated.

131. *The Reverend Alexander Williams, Moore*: "In regard to the schools in this Township I would observe that they are not in such a flourishing condition as our advancement in other respects would lead us to expect. I impute this partly to the indifference of parents and partly to the low standard of teachers' qualifications, who consequently are unable to perform their duties in such a manner as to give satisfaction to their employers. It is to be hoped, however, that ere long these evils will be removed, for the parents may be influenced by the lectures of the local superintendent to take a deeper interest in the intellectual progress of pupils; and secondly, at the last meeting of the County Board it was resolved to grant certificates to none who are unable to pass a thorough examination in the subjects required: thus the Trustees will no longer be deceived in the

employment of teachers, as I am sorry to say, has been the case in several instances. The schoolhouses generally are small and uncomfortable. Section No. 2 has made the beginning of a reformation in this respect, and I trust its good example will soon be followed by the others. During the past year several alterations have been made in the boundaries of sections, and six new ones formed, so that now the township is divided into fourteen."

132. *Christopher Blunden, Esq., Plympton*: "It gives me great pleasure to be able to present you this year with a rather favorable report of the state of the schools and population of this township; to show that the cause of education is fast advancing, for in 1853, when I was first appointed to the office of Local Superintendent, there were only 7 schools in operation, in 1855 there were 9, and in 1856, 12, and one private. The average time these were kept open through the year was nine months, during which the average attendance has been over 350, notwithstanding the non-attendance of nearly 200 children of the proper age, for which Trustees assign as the chief reason, indifference of parents and distance from school; but my opinion is that the cause arises from parsimonious and pecuniary motives. In the first place the children's services at home are in many instances a great inducement to keep them from school. In the next I think if the free system was more generally adopted it would have the effect of reducing the number of non-attendants, for when the people saw they had as much to pay whether they kept their children away or not, they would be more inclined to send them. I know of nothing that will conduce more to the educational progress of the country than the general adoption of the free system, and in no other way will it be effected than by making it obligatory on the inhabitants. I am sorry to say it is not progressing in this township. I cannot account for the apathy of the people with regard to libraries. They do not seem to appreciate the use of books as was expected, their chief object appears to be to possess themselves of able and well qualified teachers, for throughout the 12 sections reported there were but five of the 3rd class, and there would not be even that number if the Trustees had any alternative. The Trustees generally seem anxious that their schools should be in operation, if possible, the whole year. Having visited them regularly, I have scrutinized minutely into the attainments of each pupil, and I must say that an improvement is evident during the last twelve months. By my statistics you will see that most of the schools are opened and closed with prayer, and the word of God daily read."

133. *The Reverend David Walker, Sarnia*: "A larger amount has been raised in 1856 by this Township for the purposes of education, than in any previous year. The rate levied on property has not been so great, but one of the sections that had kept a Free School the previous year, has had recourse to fees in 1856, through which about £60 was raised. It would appear that while in the country districts the free system is increasing in popularity and in extent of operation, the tendency of the inhabitants of our town is to return to the miserable rate bill. About £40 more has been paid to teachers this year than previously, while the attendance of

pupils, as shown by the Reports, has been largely increased. Notice may be taken of the fact, that so few pupils are reported as being engaged in advanced studies, but this is in great part accounted for by the circumstance that the Common School in the Town of Sarnia (which has an attendance as great as that of all the other schools in the Township unitedly) has been joined to the Grammar School, and in this way all engaged in advanced studies are transferred to this, and are reported in a different return. There has been no new school house erected during the year, but it is the intention of the united Board of Trustees here to proceed soon to the erection of a stately and commodious suite of buildings, and at the same time it is making very liberal provisions for procuring a well qualified staff of teachers to occupy them."

134. *Absalom Dingman, Esq, Sombra* ; " We have serious difficulties to contend with in the management of our schools in this Township, in the first place it is new, and in great part unsettled. The consequence is that as the wilderness is subjected to civilization the sections have to be altered, which is always sure to give more or less dissatisfaction to those who had all along been favored with a near proximity to the schools ; however, we only share these difficulties in common with others, and they will gradually disappear. Last year a more equitable division of sections was made, and there are now as many as six or seven that have the means of keeping open continually first class schools. There is another circumstance which has a tendency to mar our progress. In some sections every influence has been brought to bear to elect persons as trustees who are known to be opposed to schools altogether (of whom it can hardly be said they are " fit and proper persons for the office of Trustee"), and I am sorry to say that in too many instances such persons have been chosen. The result is, that in these unfortunate localities school is kept open just as long as the law requires, and even then, for the sake of cheapness, it is of the most inferior kind. Another difficulty is a want of qualified teachers. Many of the schools have not been kept open as long as they would have been on that account, and many of those who have been employed as teachers are ill qualified for the office. If we could get one or two Normal teachers in this Township to keep a sort of model school for the others to pattern after, it might stimulate some of those mere *ipse dixit* teachers to a sense of their duty. But notwithstanding these discouragements our schools are steadily progressing. Of the thirteen sections there were eleven supported an average of about eight months and a half during the year, which is quite in advance of any previous one. And I hope the day is not far distant when the annual report of Sombra will not have to be returned to you with the columns headed, " Algebra," " Geometry," " Mensuration," etc, left blank. The Trustees and people on the whole, show a deeper interest in school matters, and efforts are being made to procure a more efficient class of instructors and to furnish houses and apparatus more suited to the execution of their duties. You will perceive from the Report that there has been one new school house built during the year, and I think, from the interest manifested by several Trustee Corporations, there will be as many as three or four of the exponents of a country's progress to be reported to you for 1857. This is encour-

raging. I am happy to say to you, that the free system prevails here and gives general satisfaction. It is to be regretted that such apathy exists in our Municipal Corporation, towards availing itself of the liberal provisions made for procuring public libraries for the Township.

XLII. COUNTY OF ESSEX.

135. *Joseph R. Berthelot, Esq., Andcrdon*: "You will perceive that many important questions are propounded, and answered with No and None in my report, which evidently show a want of proper views and feelings as to the importance of education; there are certainly palliatory circumstances to this state of things, poverty in many cases, and sections clashing with each other on sectarian grounds which are frequently difficult to remedy. It has been my aim to reconcile matters, but I am sorry to say I have failed to a great extent; if this feeling was manifested by one sect only it would be highly censurable, but nearly all, I am justified in saying, are more or less anxious, and desire to have such privilege as regards their children, and this makes it very difficult to keep up good schools, and adhere to the strict letter of the law regulating them. One objection often urged for not sending, is distance. In many cases this is just, and is a difficulty which cannot be easily overcome for the present, although personal observation as to the effects of walking 2 or 3 miles to school, have made me firm in the belief that the exercise is of great benefit, both mentally and physically. I need hardly say, that such opinion was expressed frequently on my visits, without any perceptible results. However, I do not doubt the example set by some parties in sending two or three miles, will have its influence, and that the objection, as to distance, will be gradually removed."

136. *James King, Esq., Gosfield*: "I cannot say that there is any material change in the schools, under my superintendence, either for better or worse. They are progressing as before reported. Our public library, though too small to meet my views, is having a powerful and salutary influence on all portions of our people. Young and old, male and female, white and colored, all partake of its benefits, and the fruits are quite perceptible. I hope our Municipal authorities will deem it consistent with their duty to enlarge it."

137. *Jonathan Wigfield, Esq., Mersea*: "Out of five schools that have been in operation during the year, three have been conducted on the free principle, and two partly so, the rate bill per month being merely nominal. But although such has been the case, attendance is far below what it should be, it appears as soon as the children become able to perform any kind of labor at home, their services either cannot, or will not be dispensed with; perhaps this is to be attributed, not to any disinclination on the part of parents to educate them, but to the scarcity of labourers, and the high price of labour in this part of the Province. The present year, if I may judge from appearances, promises to be more successful than any preceding one in school operations."

138. *Alexander Craig, Esq., Tilbury West*: "Free Schools:—I have the satisfaction of reporting to the Department, that the schools have been all free for

the past year, and are also to be so for 1857. We have no trouble, because as they adopt this principle, discord in a great measure, disappears. The school houses in this township are all log, and not in the best repair; good furniture is much wanted. No. 3 is about to erect a new frame building, and log houses are on the decline. Time:—Section No. 4, formerly the worst conducted, has for the past year superseded all others, having kept school open for twelve months, the others for ten months each. Attendance is improving, but not so good as was expected, the people have to contend with many difficulties, little more than half the children can attend, the time the school is kept open. Maps:—Nos. 1 and 4 have furnished themselves with maps; Nos. 2 and 3 intend doing the same. Library:—The authorities have as yet made no provision for the purchase of books; a number of the people appreciate the value of a library, and according to present appearances it will be sectional. Trustees:—I believe are doing to the best of their knowledge and ability, with respect to school and school houses. The people are becoming more aware of the value of knowledge to their children; the cause of their being effectually stirred up to exertion, was your munificent appropriation from the Grant to new and poor sections, to their aid and relief. From that day forward, the cause of education has gradually and effectually gained ground. I laid your letter of the 31st December, 1855, before the Municipal Councillors, and am directed by them and the inhabitants generally to return you their united and grateful acknowledgements for the aid and relief to the several sections of this township.”

THE CITIES.

139. *T. A. Ambridge, Esq., Hamilton*: “I have the pleasure to report that the progress of the schools during the past year has been satisfactory. The advance made by the pupils in the various branches of education has been marked and pleasing, and affords an additional evidence (if any was wanting) of the excellence of the system pursued. The examinations of the Central and Ward Schools, previous to the Christmas holidays, were numerous attended by our citizens generally; and those in the evening, by the principal of the two senior divisions of the scholars of the Central School in the hall of the Mechanics’ Institute, drew together as large an audience as was ever assembled in Hamilton under one roof. The examination was conducted by the principal, and the correct and ready replies of the pupils elicited frequent marks of approval from those present. At the close a gentleman expressed the feelings of the audience and himself in a warm panegyric on our Common Schools, and on Mr. Sangster who so ably conducted them. I particularly mention this circumstance as it tends to show that our system has taken a firm hold of the popular mind here, and that they will deprecate any interference with it. The regulations in the schools are strictly enforced and observed, which adds much to their harmonious working. The library, I have every reason to believe, exerts an influence for good among those who avail themselves of its advantages. The books are well selected, and freely circulated among the parents of the pupils attending, and it cannot be doubted that many family firesides are made happy and attractive by the reading of some entertaining and instructive work from the library. Towards the close of the year, there was a falling off in the attendance, owing to the

absence of many children of Roman Catholic parents, and on the opening after the Christmas holidays, it was found that nearly all the children of that persuasion were absent, in consequence of the privilege granted them of having separate schools after the 1st January. We must all regret the withdrawal of so many children from the liberal and harmonizing influences which surrounded them, and any one who takes a just view of the matter, will agree with me, that as far as they themselves are concerned, the change must infinitely be for the worse. I think, however, that apart from the regret felt, that so many children should be deprived of the benefits of a liberal education, the citizens generally are pleased that the Roman Catholic children have left the schools."

140. *Alexander Workman, Esq., Ottawa*: "During the year the Common Schools experienced a change, part of our teachers having attached themselves to the Roman Catholic Separate Board. In consequence of this move, the Common Board of Trustees had some difficulties to meet to procure other competent persons in their place; also accommodation. I am happy to say these obstacles have been overcome. Our Common Schools were never in a more prosperous state. Six of the teachers bearing first class certificates, were trained at the Normal School in Toronto; the others hold the same class from the County Board of Public Instruction: all these have given general satisfaction to the trustees and parents of the pupils under their instruction. Our schools have been furnished with a number of globes and maps, and diagrams, and an additional supply has also been ordered from the Educational Department, Toronto. These will enable our instructors to teach the children committed to their care in a way hitherto unknown in our Common Schools. I must not neglect to remark that the trustees had determined to erect two large stonehouses, one in the upper, the other in the lower town. A meeting of rate-payers was called for their approval of the sites selected. At the meeting it was resolved to petition His Excellency the Governor General, to concede to the trustees of the Grammar and Common Schools, a vacant lot in the centre of the city, to erect one central school-house, that the Grammar and Common Schools might be united. A favorable answer is expected. The United Board would then be enabled to accomplish one great purpose, the education of the youth of the city, and the surrounding country could avail itself of the benefit likewise."

THE TOWNS.

141. *The Reverend J. Travers Lewis, LL.D., Brockville*: "I have little to remark except that the Victoria School being free, and only one year in operation, is at present rather an experiment of the system, than an instance of its success. The great difficulty seems to be, that those children for whose special benefit such schools are established, will not avail themselves of the boon. On due reflection, I have come to the conclusion that the free system is unwise, unfair, and inoperative, unless the attendance of children be made compulsory by law. I am aware of the difficulty in affecting this amendment, and therefore merely mention my experience of the Brockville school, as corroborating an opinion derived from a rational examination of the theory of the free system."

142. *George Gillespie, Esq., M.D., Picton*: "I have much pleasure in informing you, that there is an increasing liberality on the part of all classes in this municipality towards the support of education. The united Boards of Grammar and Common Schools have commenced the erection of a building capable of holding 350 scholars, which they hope to have completed next October. In Picton the schools are nearly free, as only those pay who would rather do so out of choice. We report no indigent pupils, because we have none. From those whom the Board suspects are not able to pay, nothing is asked, if they tender money it is accepted. In this way many mothers have been enabled to educate their children, when the fathers cared little about the matter, not enough many times to furnish means, preferring rather to spend their cash in the taverns."

143. *John Gordon, Esq., Port Hope*: "In connection with the state of education in this town, I beg to state that the union of the Grammar and Common School Boards, effected during the last year, promises well for our future advancement. We have succeeded in renting a building capable of accommodating 350 pupils, and have fitted it up with the latest style of school architecture, as well as with a large supply of maps, globes, charts, tablets, chemical and philosophical apparatus, etc. Besides this central, there are three primary schools in operation, one in each ward, these are also well supplied with maps, tablets, &c., and we soon expect to see them prosper in their proper position as feeders of the Central School. The primary schools are under the charge of the Principal of the central, and are all on an equal footing, with regard to the extent of education afforded to each. Although the central school has been only a few months in operation, it is at present quite full, and the Trustees are in consequence looking out for a site to erect a large building of more ample pretensions. This will be forced upon them the sooner, not only from the want of sufficient accommodation, but also from the fact that the present building is badly situated, difficult of access, and in other respects ill-suited for a permanent school house. The Trustees have secured the services of a good staff of teachers, and the townspeople generally are highly pleased with the union of the Grammar and Common School Boards. The library which we purchased a few months since is in full working order, we have an efficient librarian, and the regulations are strictly observed. A good number of books have been lent for the short time it has been open, and I am confident that an amazing amount of general information is being acquired both by young and old, but the pupils of the central school especially have read a good deal. If the taste for general reading were more widely diffused, and if Common School libraries were more generally established, there would be less temptation to seek relaxation and excitement in the low tavern and saloon, which, as dens of vice, often sweep away all the wholesome lessons received at school."

144. *The Reverend Robert F. Burns, St. Catherines*: "We have three schools in operation. The first two were open the whole year, and continue in good working order. The third was open only nine months. It was designed especially for the colored population, which numbers 500; but although it had the services of a

very efficient teacher, for a variety of reasons, it did not meet with the requisite encouragement and had to be abandoned. A few of the colored children attend the other schools, but not so many as we would wish to see. Commiserating deeply the disabilities under which they have labored, we are more anxious that every facility for mental and moral improvement be furnished them, satisfied as we are, that if they get fair play, and are brought under proper educational appliances, they will prove themselves in no way inferior to their white neighbors in the same circumstances. We are hopeful that under the free principle, which has been inaugurated amongst us this year, they will avail themselves in larger numbers of the advantages placed at their disposal. The adoption of this new system is the most marked feature of progress we have to notice; the advantages of throwing open our doors to all without charge were so immeasurably superior to the paltry benefits of the rate bill, as to induce our Board to concur cordially in the change, and we are satisfied they will have no reason to regret it. We are fully alive to the abuses to which the free system is open, such as (on the part of parents) lightly esteeming what costs nothing, and the consequent unsteadiness of attendance on the part of children; but we are convinced that if a vigilant supervision be exercised, these may be avoided. The decrease in attendance during the second half of the year is by no means attributable to this, but to the drawing off of the Roman Catholic children. A separate board has been recently formed; one school is already established, and largely attended; another, it is expected, will be started soon. Our Common Schools have, so far, been affected much less than might have been anticipated, the private ones have suffered more. The free principle will eventually draw into us more than we have lost. In the matter of school houses we are well favored; they were built about four years ago, and are neat substantial edifices. Furniture in the shape of maps, apparatus, object lessons, &c., is somewhat meagre, and no library is as yet established. These wants we trust will be speedily supplied. The Trustees seem to be anxious to do everything in their power to promote our educational efficiency. With an able staff of teachers; well regulated machinery; and the Divine blessing, a career of increasing prosperity is before us. Realizing our responsibility we would go forward. And I trust that by another year, when I shall have been longer in harness, I may be able to give you more details."

145. *The Rev. John Gerrie, Whitby*: "In transmitting the Annual Report of the Schools, there is little that requires to be the subject of special observation. We feel confident that the examination of the Report will afford you a measure of satisfaction, and to some extent receive your approval. If we take into account the number of persons, only recently settled in this rising town, and the differences that necessarily exist in moral training, taste, knowledge, and enlightened principle; we think that Whitby will perhaps bear a comparison with almost any other of its size and age within the Province. During the last year, there has been a large sum of money expended; and besides, an important addition to the School house at Port Whitby, there have been important additions made to the furniture of all the rooms, in apparatus, maps, illustrations, &c.; the latter one spacious, airy, and convenient, and constructed with a view to the health and comfort of both teachers and scholars.

We have had some changes of teachers during the past year, but have at present, we believe, a most efficient staff, three males and one female, all holding first class certificates, and when we reckon in the town three private schools, in two of which the higher branches are taught, and the Grammar School for the County, it is indeed a very small item of the population of Whitby that is not enjoying the blessing of education to some extent. It may seem strange that we have not, as yet, established libraries, but there has been a large outlay of money for other purposes, and at no distant day we hope that desideratum will be supplied. We may also mention, that having five Sabbath Schools in the town, to each of which there are books attached, and a library connected with the Mechanics' Institute, the want is pretty well made up to those who wish to avail themselves of the advantages of reading. We have, as yet, had no trouble or agitation about separate Schools, and long, long, may we continue so. It is a matter of satisfaction to me, and to the trustees, and I am sure, also to you, that the Bible is read more or less in all the Schools. I beg to return my thanks, and those of the trustees, for the Journal of Education, many articles in which are excellent, and calculated to produce a happy influence on society, I might mention, in conclusion, that a taste for knowledge and education, and for useful reading, seems to be on the increase among our population, and I believe that our Sabbath Schools, and S. S. libraries are producing a very salutary effect on the rising generation. May God long spare your valuable and useful life, and give you all needful wisdom and grace, for your arduous and important work."

146. *W. H. Oliver, Esq, Paris* : "It is very gratifying to me to have to observe that the cause of Education has advanced in this locality during the past year. There has been a manifest improvement in the spirit of our people generally. Interest is excited ; a disposition is advanced to ascertain the condition of the schools, and to insist upon the perfect development of our system ; and you will observe that although a separate school has been established by the Roman Catholics during the year 1856, it has not affected the common in any unfavorable manner, although all the children of the Roman Catholic faith have been withdrawn. Our school-houses are admitted on all hands to be very inadequate to our wants ; and the conviction which it has been my care on all occasions to intensify and deepen on the minds of the rate-payers, will lead in due time to an improvement in this branch of our educational appliances. My efforts are directed towards the consummation of a union between the Common and Grammar Schools. If I succeed in my aim, a High, or Union School will be established in a new building sufficiently commodious to contain all the pupils in and beyond the Third Book. Our present edifices would then be adequate to contain the junior classes, and the efficiency of every branch of schools would be increased. This arrangement possesses the advantage of economy, and it would dispose many persons to look with greater favor on our system of public instruction. You will observe by the report that our schools are free. Of course the Grammar School requires heavy fees from the parents of its pupils in order to sustain it. This has led to much ill feeling, which however unreasonable, as it doubtless is to a great extent, has, nevertheless, estranged from

us some men, whom we would fain secure as co-operators in the cause of free and universal education. This object we should, I think, accomplish by effecting a union between the Grammar and Common Schools. Our report next year will show a marked improvement in average attendance, I think, judging from the last three months, and reckoning on our ability to maintain and increase the interest of the parents in the intellectual and moral culture of the children. I have taken great pains to ascertain the causes of the irregularity in attendance, which is so general a feature in our returns, and so much commented upon, and my inquiries have materially lessened the indignation I used to feel at the alleged "indifference of parents," to which it is usually referred. The inevitable and paramount necessities of the social condition of our population fully account for a large amount of irregularity. Few know the sacrifices which many a faithful mother makes to send her eldest daughter to school for six months of the year. It is quite easy, and is perhaps a relief to our feelings, to exclaim against the poor parent for not sending her child the other six months; but the remonstrants would, I believe, seldom do so well as those complained of. At the same time, I must admit, that gross negligence is in some cases exhibited, and Trustees and Superintendents should direct earnest attention to abate this evil wherever it exists. We propose immediately to procure a fresh supply of maps and charts. Our library is not very flourishing; the Sunday Schools and Mechanics' Institute supply our population with books. I regret to say that the money received from the Clergy Reserves was appropriated to streets and sidewalks. The fault was our own, but the next instalment we shall endeavor to secure for educational purposes. The Roman Catholic Separate School is in a miserable condition, the teacher is inefficient, the children are without books, the school without maps, and the trustees without funds."

TOWN MUNICIPALITIES.

147. *The Reverend James Cooper, Woodstock*: "We have had a good deal of additional outlay, not so much in repairs proper, as in finishing the fencing and playgrounds of one of our schoolhouses. Our schools, I believe, still continue to maintain a fair standing, and exert a healthy influence upon the public. The feeling, however, is now becoming quite general in the town that we ought to have one Central School, instead of one at each end of the town. Our energies are too much scattered, and the two stand too much in the position of rivals. If the present buildings could be disposed of to advantage, I have no doubt that our educational interests would be promoted by a union of the two, which I hope will be effected ere long."

THE VILLAGES.

148. *The Reverend Archibald Lampman, St. Mary's*: "Our schools are now in a flourishing condition, being better ordered than hitherto. The only difficulty still in our way is the absence of accommodation. The erection of buildings was contemplated last summer, but through the intervention of unforeseen circumstances, it was found necessary to defer it another season. However, the present

year will not be permitted to pass without seeing this important project carried into execution. The proposed edifice will be of stone, and erected at a cost of not less than £1500. Our present teachers are of a superior class, and adapted to the increased numbers and growing intelligence of the school population of the village. A full supply of maps, charts, and apparatus was obtained last year. The free principle is almost unanimously approved of. I believe the public mind in this part of the country is fast coming to the conviction that a fair English education is the birthright of every child in the community, whether his parents are willing or able to pay for it or not, and that to withhold from him this benefit is to inflict irreparable injury. The prejudice of individual interest is wearing away, and people are gradually advancing to a perception of the great advantages which a State derives from the general education of its children, and also they begin to recognize the truth that the community which neglects it at the present day, subjects them in after life to the unequal struggle of contending, not the ignorant with the ignorant, but the ignorant with the educated. Trustees, therefore, and those to whom in any way the guardianship of the interests of the rising generation is committed, feel that they are bound in justice to the youth of their several sections to see that the spirit of the Common School Act is fairly and faithfully carried out."

149. *John Hyde, Esq., Stratford*: "The attendance of pupils is far in advance of last year, owing partly to the schools being free, partly to suitable accommodation, and partly to the efficiency and popularity of the principal teacher and his assistants. I may also add that parents and others take a deeper interest in the schools than they have been hitherto accustomed. The quarterly examinations are largely attended, and much satisfaction expressed on the prosperity of our system."

150. *S. S. Macdonell, Esq., M.A., Windsor*: "Our Municipal organization as a village had been hardly effected before means were taken to purchase convenient sites for schools, and to provide for the erection of suitable and commodious houses. The sum of £1100 was apportioned for that purpose, and other additional monies have been expended in enclosing the lots and furnishing the school rooms. The schools, which work upon the free principle, are, I am happy to say, filled with as many scholars as they can accommodate, and in fact draw all the children of proper age to the place. The salary allowed to each of the teachers is £112 per annum. The Board of Trustees intends purchasing another lot, and erecting a building for colored people. So far the system adopted of having the schools separate has worked well, and the greatest harmony and good feeling prevail throughout all classes."

Appendix B.

GENERAL REPORTS UPON THE STATE OF THE GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1856.

No. 1. Report on the Grammar Schools of the Western section of Upper Canada, by THOMAS JAFFRAY ROBERTSON, Esq., M.A., Inspector.

TORONTO, March, 1857.

SIR,—In addition to the Special Report on each Grammar School in that part of Upper Canada west of the County of Ontario, which I have already had the honor of laying before you, as the result of my inspection of Grammar Schools during the year 1856, I now proceed to make a few remarks on their general condition, point out their deficiencies, and add such suggestions as I think their condition actually requires.

As the general state of the houses, furniture and such other matters has already been described in the Report for the year 1855, and is more minutely detailed in my Special Reports alluded to above, I shall at present say but little on these subjects.

Of the 37 school houses in the Western Counties, including 8 which I did not visit as the schools were not in operation, I consider 6 as more or less unfit for use, either from being old and ruinous, or (as in one instance) consisting of a room rented in an improper or unsuitable locality. All these are still occupied with one exception, and one or two of them might be sufficient in other localities, but are very unbecoming in the thriving towns in which they exist. Another has been superseded by a new building erected since my visit, and in a few more instances efforts are being made in that direction. The remaining houses are tolerably good, and many of them indicate great public spirit and liberality among the inhabitants of their respective neighbourhoods.

The internal fittings are too often greatly abused, affording evidence of want of proper discipline in the schools, and of course rendering it impossible for a well instructed teacher to direct his attention satisfactorily to æsthetic education. The difficulty in this respect is greatly increased by various other circumstances bearing materially on the same point, such as the dirty state of the walls and floors, often occasioned by the unfitness and age of the house, though more frequently by neglect, the want of proper school-yards, fences and out-offices. These defects would render abortive the efforts of the oldest teacher with regard to some of the most important points, such as neatness, order, &c. The aspect of the school must be made attractive to the pupil, and its equipments comfortable, if possible, more so.

than those of his own home. *Æsthetic* education cannot be attended to in an ill built, uncomfortable, dirty house, with the desks hacked with penknives and covered with ink, the floors defiled with expectorations, and the walls scribbled on. Still less can habits of cleanliness and order be duly inculcated where there are not suitable school-yards properly fitted up. Familiarity with these defects are so general that in many instances they escape notice, or when noticed, are considered the unavoidable concomitants of the school house, which is thus made a means of creating habits of slovenliness and neglect, instead of becoming, in the hands of a judicious teacher, a most important aid in the formation of character.

While on this subject, I cannot avoid remarking how desirable it is that not merely the defects alluded to should be corrected, but measures should be adopted to ornament the school grounds with trees, shrubs or even flowers. Place them in charge of the pupils and they will be well taken care of, will afford an agreeable variety in the play-ground, and operate favorably on character. Neglect of the material condition of the school, imperfect organization, bad discipline, improper punishment and reward, defective methods of teaching, &c., originate in the very common mistake of making instruction instead of education the end to be attained, so that, provided the requisite information be given, little regard is paid to the method adopted, and to the various accessories by which the pupil is surrounded, all of which operate directly in the formation of his character, and are consequently important agents in his education.

The next subject requiring special attention is irregularity of organization. This is exhibited chiefly in the form of improper classification, in consequence of which the arrangements in the programme are not adhered to with sufficient accuracy, the different branches of instruction are not entered upon at the required period, are taught totally different systems, sometimes without anything like system, or occasionally altogether omitted. Where these defects exist they have been in many instances occasioned by the previous condition of the schools, and in no degree by any reluctance on the part of the teachers to conform to the arrangements laid down for their guidance. The pupils previously attending to particular studies without any recognized system, and frequently guided by their own ulterior views, can not at once be brought under the sway of stringent regulations, however judicious and necessary. Skill, care, and above all, *time*, will be requisite to remedy this defect; and after all there will always be many individuals attending these schools, seeking to fit themselves for special pursuits and consequently rejecting every general arrangement that does not forward their special object.

English grammar (including composition, spelling, &c.) geography, history, the physical science and reading are often irregularly taught or almost entirely neglected. Works on history and the physical sciences are often used for the practice of English reading, and these reading lessons, in such instances constitute the only instruction given in the said branches. I am sorry to say that English reading is especially and generally neglected. I know no accomplishment in the education of youth taught or mistaught so defectively as reading. Rapid utterance

careless and slovenly pronunciation, complete neglect of intelligence and expression, are so common as to be all but universal. The principles, on which good reading is based are few and simple, and can be easily impressed upon a class of children; after which the rest is practice, till a good "reading ear," like a good musical ear, is acquired in time. I feel it necessary to dwell particularly on this defect; good reading is a powerful aid to oratory. Geography (chiefly political) is too frequently taught by means of text books instead of large maps, hence one essential point is overlooked, namely, an accurate knowledge of the different countries or of the divisions of some one country. It is rare to find a class with the slightest knowledge of the geography of Canada, and too often its history is similarly neglected. I repeat, that these defects, where they exist, (and there are honorable exceptions) must not be attributed to neglect on the part of the teachers; they have grown up as part of a system hitherto generally accepted and deemed sufficient for the object it was intended to effect.

The chief defects observable in the classical instruction are want of thoroughness in the mere rudiments, and a hurried mode of proceeding afterwards, in consequence of which many essential particulars are omitted; thus a class reading Homer is sometimes by no means familiar with the terminations of the verbs, and occasionally those in Virgil and Horace are very deficient in a knowledge of Syntax. Of course there are various schools to which these observations by no means apply, and it is gratifying to observe that the classes lately commencing are usually better drilled than those which had begun long before. The teachers in general manifest a laudable anxiety for the improvement of their schools, and seem anxious to co-operate in the best spirit, in every measure adopted with a view to their increased efficiency. Some are already superior teachers, and produce corresponding results; while the efforts of others, equally judicious, are marred by the want of suitable apparatus, &c. At present there is a great want of uniformity of action; too much latitude is permitted in the mode of progressing through the different branches; the consequence is, that classes in different schools of the same standing in the study of History, for instance, will be reading, some the sketch of general History in the Fifth Book of Lessons, others the History of France, others that of England, &c. This defect can be remedied only by a close adherence to some uniform code of instructions, and more especially by the exhibition of some suitable model, sufficiently general in its characteristics to be adapted to the wants of all, and sufficiently excellent in its nature to be obviously deserving of imitation.

I question much whether the establishment of Grammar Schools in some of the small villages where they at present exist can be considered advantageous. In such cases it rarely happens that there is a sufficient number of classical pupils to constitute a Grammar School, and the other departments of instruction would be conducted at least as successfully (perhaps more so) in a good common school under a trained teacher.

Having now brought under your notice, in general terms, the circumstances in the condition of the Grammar Schools especially deserving of attention, and having

already reported minutely and separately on the state of each school, I beg respectfully to submit the whole to the consideration of the Council of public instruction.

I have the honor to be, Sir,
Your very obedient servant,

THOS. J. ROBERTSON,
Inspector of Grammar Schools.

The Reverend

EGERTON RYERSON, D.D.,
Chief Superintendent of Education,
Toronto.

*No. 2. Report of the Grammar Schools of the Eastern section of Upper Canada ;
by the Reverend WILLIAM ORMISTON, M.A., Inspector.*

TORONTO, March, 1857.

SIR,—In addition to the more minute and detailed report which I have already made upon the state of each of the Grammar Schools in the Eastern section of Upper Canada, for the year 1856, I would respectfully submit the following general observations, which are the less extended because my remarks in the last report, upon the schools in the West, are equally applicable to those in the East.

It is pleasing, however, to record, that during the year decided and most encouraging progress has been made, in elevating the character, advancing the claims and increasing the usefulness of the Grammar Schools. In several localities very handsome and commodious edifices have been erected, or are in process of erection, for the use of the schools; great improvement is evident in the style of furniture, and large additions have been made to the amount of apparatus, and thereby greatly increased facilities are furnished for imparting instruction, especially in Geography, History and Natural Science. Earnest efforts are being made by Trustees to secure the services of active, efficient, well qualified teachers, and in every way to render the schools attractive, popular and successful. I may add also as a peculiarly gratifying feature in the history of these schools, that the number of pupils in the higher classes is constantly increasing. A larger number than heretofore is prosecuting the study of the classics and the elements of mathematics, with a view to matriculation either in the University of Toronto or some college.

The people generally, seem more adequately to appreciate and more anxiously to desire for their children, the advantages of a higher education than can be furnished in our common schools, admirably conducted as some of them are, and hence take a deeper and more lively interest in whatever may tend to increase the facility for procuring such an education, and in some instances they have acted with an enlarged, enlightened, and most commendable liberality.

Of the thirty-six schools established in the counties visited by me, eight were closed, and some of them, I think, not likely soon to be reopened, as they are located where such schools are not yet required; seventeen are united with the common schools in their respective localities. Some of these union schools are succeeding admirably, afford the highest satisfaction, and give promise of extended and lasting usefulness, each department being proportionately and properly provided for, and under the management of competent and earnest teachers, others are in a very unsatisfactory abnormal condition, united and yet separate, under the control of a united board, and yet quite independent of each other—professedly under one system, and yet as distinct in their internal management, modes of teaching and discipline, as though no such union had taken place, there being no systematic examination and advancement of the pupils—no orderly arrangement and gradation of classes and no due subordination and division of labor among the teachers; in such cases failure and consequent disappointment are inevitable. It would appear that in many instances the amalgamation of the two Boards of Trustees has been brought about merely for financial purposes, since the united Board has powers similar to those vested in Common School Trustees, for levying rates upon property for the support of the school, a power not possessed by Grammar School Trustees.

The County Councils, whose duty it is as the law now stands, to provide suitable accommodation and necessary apparatus for the use of Grammar Schools, (a duty which in some counties has been discharged in a highly creditable manner) in most localities, regarding the Grammar Schools more as a local than a general advantage, have either neglected or refused adequately to provide the funds for their support, and hence the general desire to connect them with the Common Schools. The very marked improvement lately both in the accommodation and instruction of the Common Schools in our towns and villages, renders some step necessary to maintain the status and efficiency of the Grammar School, by erecting new buildings and procuring additional apparatus, without increasing the fees for tuition, for wherever a good first class Common School is open and free, few are found willing to send pupils to the Grammar School—where the fees are necessarily high—to learn the same things which are taught quite as successfully in the Common School, at a much lower rate; and in few places is the number of classical pupils sufficient of themselves to sustain the school.

I cannot fail here to notice what appears to me an unfortunate tendency unduly to increase the number of Grammar Schools in a County. In some cases they are established within a few miles of each other; in this way the support of each is greatly diminished, and it is to be feared as a consequence that the standing of all is lowered, and their usefulness also lessened. Would not one good, well conducted, well supported high school in a county, do more to raise the standard of education in a community than several schools of less note, and, indeed, little, if any, in advance of a good Common School?

Our country is not yet sufficiently advanced either to require or support a high school in every town or village, and I think also that a higher class of teachers

would be induced to devote themselves to this work, as their professions, if a larger sphere of usefulness were presented by more numerous attended and more advanced classes. And much depends upon the spirit and qualifications of the teacher, more, indeed, than upon any thing besides. Wherever an able, earnest, enthusiastic teacher is engaged, there the school is well supported and prosperous, but wherever an indolent, indifferent, or incompetent master is employed, there all else is in vain.

Now, while there are not a few masters who, honorably to themselves, usefully to their country, and successfully for their pupils, faithfully discharge the onerous duties of their noble calling, and to whom we cheerfully accord the meed of well earned praise; there are some who would consult both their credit and their comfort by selecting another vocation. An increasing demand exists for thorough, well trained and experienced teachers, and it is greatly owing to the want of them that so many changes are made in the teachers of the schools, which cannot fail greatly to retard the progress of the pupils, and not unfrequently leads to much unpleasant strife and contention.

All good teachers now command good salaries, for although the average salary reported is not higher than £170 per annum, yet the best teachers generally receive much more than this, so that there is very good encouragement presented to young men to devote themselves to the profession of teaching, and thoroughly to equip themselves for it.

It is still to be regretted that so little attention is generally paid to the surrounding of the school house, as with few exceptions there is about the school house, neither fence, shed, shrub nor tree, and frequently neither outhouse nor well; the whole premises often presenting a very neglected, desolate and unattractive aspect, when a trifling expenditure of time and money might render the school house and ground not only an attraction and an ornament, but also a pleasant means of mental and moral culture. A dingy, dilapidated, or desolate looking school house rebukes the negligence which it reveals, and perpetuates the the ignorance and want of taste which permit it.

It is greatly to be desired that trustees would turn their attention somewhat to this matter, the progress of the country and the cause of education demand it at their hands.

Many of the schools are still to be supplied with maps, charts, globes, apparatus, blackboards, &c., but most of them are tolerably well supplied with approved uniform text books.

Designed as the Grammar Schools are to furnish an advanced English education to many who will enjoy no superior advantages, as well as to prepare others to enter successfully and hopefully upon a further collegiate or university course of instruction, they form a very important part of our general system of instruction, and merit special attention and encouragement, and in order that they may accomplish what is expected of them, whether apart or united with the Common

Schools, it is essential that an earnest, educated, patriotic christian teacher be in each of them, and every effort should be made to secure for the county the services of such a class.

The general advancement of the country—the incitement of superior Common Schools—and the encouragement and facilities presented by the Provincial University, render the necessity for good Grammar Schools more urgent and immediate.

Religious exercises are observed in nearly all the schools; the scriptures are read and prayers offered usually at the opening of the school, and by many also at the close, and in some of the schools it is delightful to observe that a fine healthy moral influence is exerted upon the minds of the pupils. As is to be expected, however, this depends wholly upon the character of the individual teacher, since no rules or regulations, however strict or excellent, can ensure it; a teacher may punctually and perfunctorily perform the required or appointed service, and yet, by the very manner and spirit of the performance, or by his character and conduct afterwards in the school, render the influence of such exercises upon the minds of the young more than questionable.

The attempt authoritatively to enforce any special christian observances, or to demand any direct religious instruction in the management of our public school, either presupposes that all the teachers are christian men and properly qualified for the discharge of such religious duties, a state of things more to be desired than expected even in our own highly favored country, or it reduces the sacred, solemn, and sanctifying services of our most holy religion to mere repetitional mummary or a system of magical mechanism, which is much more likely to beget a spirit of irreverence and a disrelish for the truths of the Gospel, than to inculcate the principles of genuine piety or cultivate the habit of sincere devotion.

If devotional exercises and religious instruction are to constitute an obligatory part of the teacher's duty, then scriptural attainments and personal piety ought to be regarded as among the indispensable legal qualifications for his office, and to what board of examiners could be assigned the duty of determining whether a candidate were possessed of such qualifications? Better in our opinion that this question be left where it is, in the hands of the trustees, representing as they are likely to do the religious feeling of the community—indeed, practically, a majority of all the Grammar School Trustees are clergymen or other office bearers in churches. More good, we think, is likely to be accomplished by morality, encouraging all due attention to the religious training and education of the young, both within and without the school than by legally enforcing it.

The Trustees of the Grammar Schools throughout the country embrace a very large number of influential and well-educated citizens, many of them, as already stated, clergymen in the various religious denominations in the country, and one might reasonably be led to expect more from their united co-operation and efforts, than what has yet been realized. With a few honorable meritorious exceptions

they rarely visit the school, and fail to give that personal encouragement and countenance both to teachers and pupils, which would be in the highest degree beneficial.

In conclusion, I have to offer the following suggestions :

That the management and control of Grammar Schools be transferred from the County Council to the municipal authorities of the city, town or village where they are located, as they are naturally more interested in the success of such a school than the County Councils, whose jurisdiction is more widely extended, and whose interests are less immediate and direct.

That no new Grammar School be established where there are not at least ten pupils prosecuting studies not provided for in the Common Schools, and that all schools already established whose average attendance does not equal the same number be discontinued for a time.

That the monies be apportioned according to some principle based upon the attendance, without any reference to seniority of establishment or preference of locality.

That the Trustees of Grammar Schools should have at least equal powers with the Trustees of the Common Schools, and that with such increased legal power they would exert also an increased moral power, especially by a more diligent and efficient supervision and more frequent and kindly visits.

Our present system of national instruction will not be complete until the Grammar Schools supply more fully the training and instruction required between the Common School and the College, but when they do, as soon they will, among the many distinguishing advantages of our happy, highly-favored Heaven-blessed *home*, assuredly not the least is the facilities afforded to all, for obtaining a liberal education : to the son of the mechanic, as well as of the merchant ; of the laborer as of the lawyer.

Hoping that the progress of the current year may far exceed the last, and furnish even better grounds of hope and congratulation,

I have the honor to be,
Your obedient servant,

W. ORMISTON.

To the Reverend

EGERTON RYERSON, D.D.,
Chief Superintendent of Education.

Appendix C.

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

No. 1. Terms of admission into the Normal School, Toronto, adopted by the Council of Public Instruction for Upper Canada.

The Council of Public Instruction, anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every County in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of students at that institution.

Ordered, I. That the semi-annual sessions of the Normal School shall commence on the 15th day of May and the 15th day of November of each year, [and if those fall upon Sunday, the day following,] and continue for a period of five months each—to be concluded by a public examination and followed by a vacation of one month.

II. [1]—That no male student shall be admitted under eighteen years of age, nor a female student under the age of sixteen years. [2]—Those admitted must produce a certificate of good moral character, dated within at least three months of its presentation, and signed by the clergyman or minister of the religious persuasion with which they are connected; [3]—they must be able to read and write intelligibly, and be acquainted with the simple rules of arithmetic, and with the elements of geography and English grammar; [4]—must sign a declaration of their intention to devote themselves to the profession of school-teaching, and that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the institution without any charge, either for tuition, the use of the library, or for the books which they may be required to use in the school.

IV. That the teachers-in-training shall board and lodge in the city, in such houses, and under such regulations as are approved of by the Council of Public Instruction.

V. That a sum at the rate of five shillings per week, (payable at the end of the session) shall be allowed to each teacher-in-training, who, at the end of the first session, shall be entitled to a provincial certificate.

VI. That all candidates for admission into the Normal School must present themselves during the first week of the session, otherwise they cannot be admitted;

and their continuance in the school is conditional upon their diligence, progress, and observance of the general regulations prescribed by this council.

VII. That all communications be addressed to the Reverend Dr. RYERSON, Chief Superintendent of Education, Toronto.

No. 2. Provincial certificates granted by the Chief Superintendent of Education.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada School Act of 1850, 13th and 14th Vict., chap, 48, has granted the undermentioned students of the Normal School, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada:

“XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the Teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked according to law: Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School.”

The certificates are divided into classes, in accordance with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked.

Each certificate is numbered and recorded in the register of the Department in the following order:

Ninth Session, 1852-53.—Dated 18th June, 1853.

(43)		
FIRST CLASS.	FIRST CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Males.</i>	16 Patrick O'Brien.	30 Eliza Barber.
1 Archibald Macallum.		31 Minnie Robertson.
2 John Herbert Sangster.	SECOND CLASS.	32 Anne Siggins.
3 Samson Paul Robins.	<i>Males.</i>	33 Emily M. Clark.
<i>Females.</i>	17 William Taylor Boyd.	34 Lydia L. Hagar.
4 Dorcas Clark.	18 Robert Archibald Campbell.	35 Elizabeth Maria Magan.
5 Catherine Johnson.	19 John Simmons.	36 Amanda Walker.
6 Anna Mills Morrison.	20 William Vardon.	37 Eliza J. Farland.
7 Marie E. Toof.	21 Neil McTaggart.	38 Azubah Hagar.
8 Huldah L. Whitecomb.	22 Obtained First Class, 591.	39 Melissa Smith.
<i>Males.</i>	23 John Clarke.	40 Phoebe Louisa Sharp.
9 Alexander Martin.	24 Obtained First Class, 167.	41 Christina Anne Hendry.
10 Warren Rock.	<i>Females.</i>	42 Ellen Daniell.
11 Benjamin Charlton.	25 Anna Fleming.	43 Elizabeth Bell.
12 Samuel Rathwell.	26 Elizabeth R. Robinson.	44 Emily Rice.
13 Henry T. B. de Scudamore.	27 Jennette Gray Foster.	45 Martha Hoig.
14 William Warren Trull.	28 Jane Smith.	46 to 72. Third Class Certificates,
15 Griffin Patrick Lanon.	29 Rose Saunders.	expired on the 1st July, 1857.

Tenth Session, 1853.—Dated 18th October, 1853.

(55)

FIRST CLASS.	SECOND CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Males.</i>	92 Robert Gibbs.	115 William Montgomery.
73 Michael Joseph Kelly.	93 William Stewart.	116 Charles Hankinson.
74 John Gilmore Malcolm.	94 John Roberts.	117 James Evans.
75 Lachlan Kennedy.	95 <i>Obtained First Class</i> , 310.	118 Charles Clark.
76 Robert McGee.	96 William Abererombie.	119 Richard Hill.
77 William Smith.	97 Augustine McDonell.	120 Joseph Ede.
78 George Murray.	98 <i>Obtained First Class</i> , 439.	121 Thomas Connell.
79 Abraham W. Lawder.	99 William Henry Bly.	122 <i>Obtained First Class</i> , 224.
80 Samuel Robins.	100 <i>Obtained First Class</i> , 307.	<i>Females.</i>
<i>Females.</i>	101 James Draper.	123 <i>Obtained First Class</i> , 159.
81 Lydia Louisa Lyons.	102 Martin Phillips.	124 <i>Obtained First Class</i> , 232.
82 Mary McCracken.	103 Angus McDonald.	125 Ellen Hoig.
83 Lydia Anne Appleton.	104 James Moriarty.	126 Caroline A. Masters.
84 Elizabeth Coote.	105 Ichabod S. Bowerman.	127 Delia Andrews Masters.
85 Jane Foster.	106 Thomas M. Bowerman.	128 Julia Ann Robertson.
SECOND CLASS.	107 James Martin (212).	129 Helen Campbell.
<i>Males.</i>	108 Robert Hay.	130 Sophrona Andevon Mills.
86 Thomas Newman.	109 William McKay.	131 Lydia Eleanor Howard.
87 David Misener.	110 Robert Hellyer.	132 Fanny Higgins.
88 Robert Wilson.	111 Robert Logan.	133 Sarah Bowes (174).
89 David Ludgate Williams.	112 Jacob Choate Maguire.	134 to 150, <i>Third Class Certificates, expired on the 1st November, 1854.</i>
90 Phineas Will.	113 Thomas Hume.	
91 Asa Beverly Danard.	114 Joseph Warren.	

Eleventh Session, 1853-4.—Dated 20th April, 1854.

(61)

FIRST CLASS.	SECOND CLASS—(Continued.)	SECOND CLASS—(Continued.)
<i>Females.</i>	172 Sarah Bales.	198 Elizabeth Stevens.
151 Mary Adams.	173 Harriet Bowes.	199 Adeline Stone.
152 Emily Howard Jennings.	174 <i>Same as</i> 133.	200 Elizabeth Van Every.
153 Eliza Wilson Keldie.	175 Margaret Burgess.	201 Ceeilia M. A. Walkingshaw.
154 Julia Anne Robinson.	176 Margaret Buyers.	202 Mary Anne Wilson.
155 Jane Smith.	177 Sarah Carr.	<i>Males.</i>
156 Mary Stephens.	178 <i>Obtained First Class</i> , 266.	203 Wilbur Fisk Adams.
157 Josephine Storrie.	179 Esther Clarke.	204 John Ransome Brower.
158 Mary E. Sudborough.	180 Mary Coady.	205 Peter C. Blaicher.
159 Margaret Sweeney (123).	181 <i>Obtained First Class</i> , 268.	206 John Coyne.
160 Maria Louisa Williams.	182 <i>Obtained First Class</i> , 269.	207 John D'Evelyn.
<i>Males.</i>	183 Kate Higgins.	208 Gilbert Goldsmith.
161 Charles Bannister.	184 Anna Maria Holmes.	209 Silas Holling-head.
162 Francis Wesley Bird.	185 <i>Obtained First Class</i> , 229.	210 Edward Jamieson.
163 Coleman Bristol.	186 Anne Eliza Jackson.	211 <i>Obtained First Class</i> , 262.
164 William Coulton.	187 Isabella Johnson.	212 <i>Same as</i> 107.
165 Daniel Chisholm.	188 Catherine Junor.	213 John McNaughton.
166 Alfred Ernest Ecroyd.	189 Harriet Evelyn Kennedy.	214 Samuel Megaw.
167 John Elson (24).	190 Margery Muter Kennedy.	215 <i>Obtained First Class</i> , 589.
168 James B. Gray.	191 Melissa McCrady.	216 John S. Oliver.
169 Thomas Ferguson McLean.	192 Christy McLennan.	217 William Plunkett.
170 William Noden.	193 <i>Obtained First Class</i> , 528.	218 Parmenius Reynolds.
SECOND CLASS.	194 <i>Obtained First Class</i> , 372.	219 Robert Somerville.
<i>Females.</i>	195 Mary Shearer.	220 William Stevens.
171 Jane Anderson.	196 Margaret Shrigley.	221 John Terrill.
	197 Lizanna S. Snyder.	

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| 341 <i>Obtained First Class</i> , 390. | 345 Margaret Catherine McDonnell. | 349 <i>Obtained First Class</i> , 607. |
| 342 Elmira Flood. | | 350 Sarah Elizabeth Tewksbury. |
| 343 <i>Obtained First Class</i> , 363. | 346 Mary Ann Munyard. | <i>Male</i> . |
| 344 Sophia Caroline McLean. | 347 Henrietta Simpson. | 351 John Kellock. |
| | 348 Susannah Robinson. | |

Fifteenth Session, 1855-56.—Dated 15th April, 1856.

(63)

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| <p>FIRST CLASS.</p> <p><i>Males.</i></p> <p>1st. Division A.</p> <p>352 Alexander Black.</p> <p>353 James Carlyle.</p> <p>354 David Fotheringham (238.)</p> <p>355 John Hunter.</p> <p>2nd. Division B.</p> <p>356 Robert Alexander (274.)</p> <p>3rd. Division C.</p> <p>357 Stephen Dadson.</p> <p>358 Lewis Corydon Moore.</p> <p>359 Abraham Pratt.</p> <p><i>Females.</i></p> <p>1st. Division A.</p> <p>360 Mary Foster, (341.)</p> <p>361 Fanny Gordon.</p> <p>362 Margaret Irvine.</p> <p>363 Mary Lester (343)</p> <p>2nd. Division B.</p> <p>364 Charlotte Madeline Churchill.</p> <p>365 Mary Turner Hoig.</p> <p>366 Catherine Magan.</p> <p>367 Nancy Strickland (260.)</p> <p>2nd. Division C.</p> <p>368 Jane Bettie.</p> <p>369 Mary Ann Gill.</p> <p>370 Mary Houlding.</p> <p>371 Mary Ann Pickersgill.</p> <p>372 Lucinda Piver (194.)</p> <p>473 Adeline Shick.</p> <p>374. Margaret Strickland (259.)</p> | <p>FIRST CLASS.—(Continued.)</p> <p>375 Catherine Walker.</p> <p>376 Isabella Walker.</p> <p>SECOND CLASS.</p> <p><i>Males.</i></p> <p>1st. Division A.</p> <p>377 Justin Badgero.</p> <p>378 <i>Obtained First Class</i>, 596.</p> <p>379 Thomas Gooch.</p> <p>380 Thomas Green.</p> <p>2nd. Division B.</p> <p>381 <i>Obtained First Class</i>, 431.</p> <p>382 <i>Obtained First Class</i>: 432.</p> <p>383 <i>Obtained First Class</i>, 434.</p> <p>384 George Husband.</p> <p>385 John Mitchell.</p> <p>386 William Ruthven.</p> <p>387 Benjamin Shirreff.</p> <p>388 Charles Shortt.</p> <p>389 <i>Obtained First Class</i>, 442.</p> <p>390 <i>Same as 460 and 512.</i></p> <p>3rd. Division C.</p> <p>391 David Brown.</p> <p>392 Dugald Livingstone.</p> <p>393 Alexander McGregor.</p> <p>394 Duncan McIntyre.</p> <p>395 William Milliken.</p> <p>396 Samuel Moyer.</p> <p><i>Females</i></p> <p>1st. Division A.</p> <p>397 Anna Button.</p> | <p>SECOND CLASS.—(Continued.)</p> <p>398 Eliza Anne Crawford.</p> <p>399 Susan Hamilton.</p> <p>400 <i>Obtained First Class</i>, 450.</p> <p>401 <i>Obtained First Class</i>, 452.</p> <p>402 Anne Maria Paul.</p> <p>403 Anne Wharin.</p> <p>2nd. Division B.</p> <p>404 Martha Andrews.</p> <p>405 <i>Obtained First Class</i>, 522.</p> <p>406 Mary Avis Dew.</p> <p>407 <i>Obtained First Class</i>, 526.</p> <p>408 Hannah Clarinda Kerr.</p> <p>409 <i>Obtained First Class</i>, 446.</p> <p>410 Mary Maria Marlatt.</p> <p>411 Margaret Murchison.</p> <p>412 Fanny Rutledge.</p> <p>413 Catherine Ryan.</p> <p>414 Mary Anne Sinclair.</p> <p>415 Agnes Sweetin.</p> <p>3rd. Division C.</p> <p>416 Rachel Harley.</p> <p>417 Margaret Hunter.</p> <p>418 Margaret Jack.</p> <p>419 Mary Kerr.</p> <p>420 Mary McLellan.</p> <p>421 Mary Ann Minshall.</p> <p>422 Catherine Mulhern.</p> <p>423 Esther Rich.</p> <p>424 Hannah Robertson.</p> <p>425 Annie Webster.</p> |
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Sixteenth Session—Dated 15th October, 1856.

(62)

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| <p>FIRST CLASS.</p> <p><i>Males.</i></p> <p>1st. Division A.</p> <p>426 William Reader Bigg (275.)</p> <p>427 Allan Chisholm (235.)</p> <p>428 John Ford.</p> <p>429 Henry Gick (279.)</p> <p>430 Samson Roberts (332.)</p> <p>2nd. Division B.</p> <p>431 John Brown (381.)</p> <p>432 Robert Brown (382.)</p> <p>433 Thomas McKee.</p> <p>3rd. Division C.</p> | <p>434 John Cameron (383.)</p> <p>435 Alexander Campbell (323.)</p> <p>436 James Cody.</p> <p>437 James Fletcher Cross.</p> <p>438 Robert Dobson,</p> <p>439 Hugh McDougall (98.)</p> <p>440 John McMillan.</p> <p>441 Gilbert Dorland Platt (381.)</p> <p>442 George Smith (389.)</p> <p>443 Samuel Simpson (333.)</p> <p><i>Females.</i></p> <p>1st. Division A.</p> <p>444 Anna Borthwick.</p> | <p>445 Helen Miliken Clark.</p> <p>446 Jane McLean. (409.)</p> <p>447 Margery Jarden Ramsay.</p> <p>2nd. Division B.</p> <p>448 Elizabeth Huff.</p> <p>449 Mary Vandusen Huff.</p> <p>450 Amy Caroline Jones (400.)</p> <p>3rd. Division C.</p> <p>451 Angelina Brown Ford (292.)</p> <p>452 Catherine McNiece (401.)</p> <p>SECOND CLASS.</p> <p><i>Males.</i></p> |
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1st. Division A.	469 <i>Obtained First Class</i> , 505.	2nd. Division B.
453 Joseph Armstrong.	470 Samuel Vandewaters.	484 Sarah Bethel.
454 <i>Obtained First Class</i> , 499.	471 <i>Obtained First Class</i> , 601.	485 <i>Obtained First Class</i> , 518.
455 James Bruce.	3rd. Division C.	486 <i>Obtained First Class</i> , 525.
456 George Fraser.	472 Gilbert Stevenson Austin.	487 Bertha Jackson.
457 Thomas Laduc.	473 James William Bingham.	488 Jane McKay.
458 John McKay.	474 Thomas Boyd.	489 Elizabeth Mary Russell.
459 George Richards.	475 Samuel Burden.	490 Helen Webster.
460 <i>Obtained First Class</i> , 512.	476 <i>Same as</i> 628.	3rd. Division C.
461 Andrew Weir.	477 James Little.	491 Eliza Agnew.
2nd. Division B.	478 George Misener.	492 Sarah Barnard.
462 Daniel Duff.	479 John Simpson Ross.	493 <i>Obtained First Class</i> , 523.
463 William Edwin Gorsline.	480 Newton Ransome Stone.	494 <i>Obtained First Class</i> , 524.
464 James Harlow.	481 Thomas Walsh.	495 Elizabeth Johnston.
465 John H. Hegler.	482 Thomas Wilson.	496 Jane Main.
466 John Jacques.	<i>Females.</i>	497 <i>Same as</i> 566.
467 John McConnell.	1st. Division A.	498 Elizabeth Thompson.
468 Peter Musgrave.	483 <i>Obtained First Class</i> , 520.	

Seventeenth Session.—Dated 15th April, 1857.

(80)

FIRST CLASS.	FIRST CLASS—(Continued)	SECOND CLASS—(Continued.)
<i>Males.</i>		
1st Division—A.		
499 Brebner, John (454.)	526 Kennedy, Cath. Ainslie (407.)	556 Shurtleff, Robert Fulton.
500 Chesnut Thomas George.	527 McDonald, Elizabeth (255.)	557 <i>Obtained First Class</i> , 592.
501 Kilpatrick, George.	528 McNaughton, Margaret (193.)	558 Smith, Andrew.
502 Macwilliam, William.	SECOND CLASS.	559 Waters, George.
503 Plunkett, Thomas (284.)	<i>Males.</i>	<i>Females.</i>
504 Scott, Richard William (246)	1st Division—A.	1st Division—A.
505 Soper, Jasper (469)	529 Calvert, Joseph.	560 Dance, Anne.
506 Straehan, Alexander.	530 Demill, Ervin.	561 Jenner, Sarah Anne.
2nd Division—B.	531 Duff, James.	562 <i>Obtained First Class</i> , 606.
507 Bowles, Peter Langlois.	532 Fleming, James.	563 McMurray, Elizabeth Jane.
508 Dewar, Archibald.	533 Hamm, Thomas Edwin.	564 McNaughton, Janet.
509 McKereher, Colin (281)	534 Irving, George.	565 Milne, Elnora.
510 Osborne, A. Campbell (330)	535 Moore, Richard.	566 Richards, Amanda (497.)
511 Rodgers, John.	536 Nichol, William.	567 Smith, Margeret.
512 Thomson, Hugh (390, 460)	537 O'Reilly, Robert.	568 Wilkes, Margaret.
3rd Division—C.	538 Shurtleff, George.	2nd Division—B.
513 Harley, John.	539 <i>Obtained First Class</i> , 594.	569 <i>Obtained First Class</i> , 651.
514 Johnston, Hugh.	540 Turnbull, John.	570 Gardiner, Jane.
515 Mishaw, Daniel.	2nd Division—B.	571 Gillies, Mary.
516 Thompson, Alex. (338)	541 Campbell, Neil.	572 Robertson, Martha.
<i>Females.</i>	542 Clifton, Henry S.	3rd Division—C.
1st Division—A.	543 Doan, George Henry.	573 <i>Same as</i> 659.
317 Bell, Helen.	544 Hagartie, James.	574 Cull, Alice.
518 Bisbee, Gertrude M. (485)	545 Knisely, Owen Fares.	575 Dunn, Barbara Morrison.
519 Brown, Lillis.	546 McCanamon, James.	576 Elston, Faith.
520 Robertson, Doreas Damie (483)	547 <i>Obtained First Class</i> , 598.	577 Fletcher, Charlotte.
2nd Division—B.	548 Sarvis, George Chowan.	578 Gurd, Dorah.
521 Bell, Janet.	549 Thompson, George Washington	579 Hume, Mary Miller.
522 Buchanan, Elizabeth (405)	550 Yeomans, Silas Parker.	580 McBride, Sarah.
3rd Division—C.	3rd Division—C.	581 McKechnie, Mary Gray.
523 Churchill, Mary Anne (493)	551 Brookfield, Jacob.	582 Miller, Jennet.
524 Dadson, Mary Anne (494.)	552 Foster, Ralph.	583 Munsen, Charlotte.
525 Fayette, Emilie Augusta (486.)	553 Jones, Jonas.	584 <i>Obtained First Class</i> , 611.
	554 Laughlin, William.	585 <i>Same as</i> 666.
	555 Robertson, John.	586 Veit, Anne.

Eighteenth Session.—Dated 15th October, 1857.

(99)

FIRST CLASS.	SECOND CLASS—(Continued.)	SECOND CLASS—(Continued)
<i>Males.</i>		
1st Division—A.	614 Dougherty, Isaiah.	649 Brown, Maria.
587 Clinton, John.	615 Legerwood, Daniel.	650 Campbell, Sarah Anne.
588 McLellan, James Alexander.	616 McKeuzie, John.	651 <i>In First Class.</i>
589 O'Connor, Thaddeus J. (215.)	617 McLean, Archibald.	652 Cattauach, Anna Jane.
590 Purslow, Adam.	618 MeVean, John.	653 Cummins, Margaret Jane.
591 Rae, Francis (22.)	619 Preece, Robert.	654 Dundas, Lydia.
592 Sinclair, Lauchlin (557.)	620 Stevenson, Samuel.	655 Lester, Margaret.
593 Steele, Thomas Orton (337.)	621 Wellbanks, Hiram.	656 McElroy, Maria.
594 Tisdell, John Cassie (539.)	622 Young, Thomas.	657 Robinson, Eliza.
2nd Division—B.	2nd Division—B.	658 Thompson, Rebecca.
595 Campbell, Robert.	623 Armstrong, John.	2nd Division—B.
596 Dodds, William (378.)	624 Baikie, John.	659 Bissett, Mary (573.)
597 Duff, Charles.	625 Brown, Isaac.	660 Farrow, Elizabeth.
598 Preston, James (547.)	626 Brown, James (R. 51.)	661 McPherson, Catherine.
599 Smith, John Darling.	627 Brown, William.	662 Miller, Isabella Brown.
600 Sweet, Orison David.	628 Cosby, Alfred Morgan (476.)	663 Montgomery, Mary Jane.
601 Zimmerman, Isaac (471.)	629 Kinney, Robert.	664 Robertson, Magdalene.
3rd Division—C.	630 McCalla, John.	665 Scott, Agnes.
602 Clark, Asahel Bowes.	631 McDougall, John.	666 Stacey, Jane (585.)
603 Frisby, Edgar.	632 McLean, Peter.	667 Webster, Charlotte.
<i>Females.</i>	633 Nicol, Peter.	3rd Division—C.
1st Division—A.	634 Preston, David Hiram.	668 Agar, Ellen.
604 Sutherland, Anne.	635 Sturk, John Dunn.	669 Armstrong, Jemima.
2nd Division—B.	3rd Division—C.	670 Ashall, Eliza.
605 Henderson, Jemima.	636 Barriek, Eli James.	671 Blackburn, Mary.
606 Keown, Adelaide (562.)	637 Baumwarth, Owen.	672 Coady, Harriet Esther.
607 Robertson, Amelia (349.)	638 Book, Eli.	673 Cooper, Elizabeth.
3rd Division—C.	639 Brown, James (R. 96.)	674 Currie, Menzies.
[651] Carey, Eleanor Harriet (569.)	640 Bryant, John Henry.	675 Grant, Aliee.
608 Eaton, Elizabeth Cecilia.	641 Lucas, Thomas Dennis.	676 Hood, Jane.
609 Gordon, Annie.	642 McDiarmid, Duncan.	677 Kennedy, Susie.
610 Millard, Rosa Scott.	643 McDiarmid, Peter.	678 Morton, Frances Eliza.
611 Shoff, Anne (584.)	644 McMaster, John.	679 Newman, Mary Hargrave.
SECOND CLASS.	645 Noxon, Isaac James.	680 Roche, Mary Elizabeth.
<i>Males.</i>	646 Riddell, Andrew.	681 Rogers, Christina.
1st Division—A.	647 Wolverton, Samuel.	682 Scott, Elizabeth.
612 Boag, Joseph.	<i>Females.</i>	683 Traey, Mary.
613 Cremin, Daniel.	1st Division—A.	684 Wilson, Annie.
	648 Banan, Ellen Olivia	685 Wright, Eliza Jane.

Total number of Certificates granted.....	685
Expired.....	44
Obtained Second Certificates in the same class.....	9
Obtained higher Certificates.....	66
	— 119
Total Certificates valid.....	566

(Certified,)

THOMAS HODGINS,
Registrar.

Appendix D.

THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA.

No. 1.—Programme of Studies, and General Rules and Regulations for the Government of Grammar Schools in Upper Canada,

Prescribed by the Council of Public Instruction, under the authority of the Grammar School Act, 16 Vic., cap. 186, and approved by the Governor General in Council.

PREFATORY EXPLANATIONS.

1. The fifth section of the Grammar School Act requires, "That in each county grammar school provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and commercial education, including the elements of mechanics and natural philosophy, and also in the Greek and Latin languages, and mathematics, so far as to prepare students for University College, or for any college affiliated to the University of Toronto, according to a programme of studies, and general rules and regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved of by the Governor General in Council: Provided always, that no grammar school shall be entitled to receive any part of the grammar school fund, which shall not be conducted according to such programme, rules, and regulations." In the fourth clause of the eleventh section of the Act (after providing for the union of the grammar and one or more common schools in any municipality) it is provided, "That no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by a duly qualified teacher or teachers."

2. From these provisions of the law it is clearly the object and function of grammar schools not to teach the elementary branches of English, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction of Upper Canada, after mature deliberation, have adopted the following regulations, which, according to the fifth section, and the fifth clause of the eleventh section of the Grammar School Act, 16 Vic., chapter 186, are binding upon all boards of trustees and officers of grammar schools throughout Upper Canada.

Section 1.—QUALIFICATIONS FOR THE ADMISSION OF PUPILS TO THE GRAMMAR SCHOOLS.

1. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the summer vacations; but the admission of pupils in English studies alone, or of those pupils who have

already commenced the study of the Latin language, may take place at the commencement of each term. The examinations for the admission of pupils shall be conducted by the head master; as also examinations for such scholarships, exhibitions, and prizes as may have been instituted by municipal councils as authorized by law,* or by other corporate bodies, or by private individuals. But

* The *Upper Canada Municipal Corporation Act* of 1849, 12 Vict. chap. 81, section 41, enacts that the municipal council of each county shall have power and authority to make a by-law or by-laws for each, all, or any of the following purposes, that is to say:—

Thirdly. For the purchase and acquirement of such real property as may be required for county grammar school purposes, and for the erection, preservation, improvement, and repair of county school-houses, for the use of grammar schools, in such parts of the county, or within any city or the liberties thereof, lying within the boundaries of such county, as the wants of the people most require; for the sale and disposal of the same when no longer required; and for making such provision in aid of such grammar schools as they may deem expedient for the advancement of education in the same.

Fourthly. For making some permanent provision for defraying, out of the public funds of each county, the expense of the attendance at the seat of the University of Toronto, and of that of Upper Canada College and Royal Grammar School there, of such and so many of the pupils of the different public grammar schools of such county, as shall be desirous of, and in the opinion of the respective masters of such grammar schools, shall be of competent attainments for entering into competition for any of the scholarships, exhibitions, or other similar prizes offered by such University or College to competition amongst such pupils; but which pupils, from the inability of their parents and guardians to incur the necessary expense of such attendance, might otherwise be deprived of the opportunity of competing for the same.

Fifthly. For the endowment of such and so many fellowships, scholarships, exhibitions, and other similar prizes in the University of Toronto, or in Upper Canada College and Royal Grammar School there, to be open to competition amongst the pupils of the different public grammar schools of such county, as they shall deem expedient for the encouragement of learning amongst the youth of such county.

The following Scholarships are offered for competition at the Matriculation Examinations in the University of Toronto:

In the Faculty of Arts (each of the value of £30 per annum), 2 in the Greek and Latin Classics, with History and Geography; 2 in Mathematics; 1 in Modern Languages, with History and Geography; 3 for General Proficiency in the “pass” subjects appointed for all Students. See subjects on page 228.

In the Department of Agriculture, 1 of the value of £30. The subjects of examination are as follows: English Grammar and Composition. Arithmetic, including Mensuration. Euclid, B. 1. Outlines of English History to the present time [Chambers’ History of British Empire.] Outlines of Modern Geography. Geography of the British Empire including her Colonies. Principles of Practical Agriculture [Stephen’s Catechism.]

In the Department of Civil Engineering, 1 of the value of £30. The subjects of examination are as follows: Arithmetic. Algebra [Colenso’s.] Euclid; Bb. I. II. III. IV. and Def. of V. and VI. [Colenso’s edition of Simson’s.] Nature and use of Logarithms [Colenso’s.] Plane Trigonometry, as far as plane triangles [Colenso’s.] English Grammar and Composition. French Grammar. Voltaire, *Histoire de Charles XII.* Outlines of English History to present time [Chambers’ History of the British Empire.] Outlines of Modern Geography [Putz’ and Arnold’s Manuals of Ancient and Modern Geography.] Geography of the British Empire, including her Colonies. Drawing.

In the Faculty of Medicine, 2 of the value of £30 per annum each. The subjects of examination are as follows: Sallust, *Catilina.* Ordinary rules of Arithmetic. Vulgar and Decimal Fractions. Extraction of Square Root. First four rules of Algebra [Colenso’s.] English Grammar and Composition. Outlines of English History to the present time [Chambers’ History of the British Empire.] Outlines of Ancient and Modern Geography [Putz’ and Arnold’s Manuals.] Elements of Chemistry [Chambers’ Educational Course.] An elementary view of the structure and arrangement of the Animal Kingdom. [Carpenter’s or Patterson’s Zoology, or Rudiments of Zoology in Chambers’ Educational course] Elements of Botanical Science, structural and systematical [Henfrey’s Rudiments of Botany, Balfour’s Outlines of Botany, or

the board of trustees may, if they shall think proper, associate persons with the head master in the examinations for such scholarships, exhibitions, or prizes.

2. Pupils, in order to be admitted to the grammar school, must be able,—
 1. To read intelligibly and correctly any passage from any common reading-book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion. 5. Must know the elements of English grammar, and be able to parse any easy sentence in prose; and, 6. Must be acquainted with the definitions and outlines of geography.

Gray's First Lessons in Botany.] Candidates for Scholarships will be examined in the following additional subjects: Homer, Iliad, B. I. Horace, Odes, B. I. Translation into Latin Prose. Algebra as far as Quadratic Equations, inclusive. Euclid, B. I. French Grammar. Voltaire, Histoire de Charles XII.

In the Faculty of Law, 4 of the value of £30 per annum each. The subjects of examinations are as follows: Xenophon, Anabasis, B.I. Horace, Odes, B. I. & III. Translation into Latin Prose. Arithmetic. Euclid, Bb. I., II., & III. Algebra, as far as Quadratic Equations inclusive. [Colenso's.] English, Grammar and Composition. French. Grammar. Voltaire, Histoire de Charles XII. Outlines of English History to present time. [Chambers' History of the British Empire.] Outlines of Roman History to the death of Nero. Outlines of Grecian History to the death of Alexander. Outlines of Ancient and Modern Geography. [Putz' and Arnold's Manuals of Ancient and Modern Geography.] Blackstone's Commentaries, Vol. I. N.B.—Candidates for Matriculation in Law, may omit either French or Greek, at their option.

Section 2.—PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST } OR LOWEST	Arnold's First and Second Latin Book. Latin Grammar. Cornelius Nepos.	None.	None.	English Grammar and Composition. Reading, and Sullivan's Spelling-book superseded.	Arithmetic. Algebra, (first four rules.)	Outlines of Geography and General History.	None.	Writing. Drawing. Vocal Music.
SECOND	Latin Grammar and Exercises. Cæsar's Commentaries.	Arnold's First Greek Book.	None.	Grammar (continued.) Etymology of Words and Versification. Art of Reading. (national series) and Sullivan's Dictionary of Derivations.	Practical Arithmetic. Algebra, (simple equations.)	Outlines of Ancient Geography. History of Rome. History of Great Britain and Ireland.	Elements of Natural History, as far as contained in the 3rd and 4th National Readers.	Writing. Drawing. Vocal Music.
THIRD	Ovid and Virgil. Latin Prosody and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar, to end of Irregular Verbs, with Exercises. Oral and Written Translation.	Elementary Principles of Rhetoric and Logic. Art of Reading and Fifth Book. (national series.)	Commercial Arithmetic. Algebra, (quadratics.) Euclid, Bb. I. II.	Ancient Geography. Roman Antiquities. History of Greece.	Elements of Natural Philosophy and Geology, as contained in the 5th National Reader.	Drawing. Vocal Music.
FOURTH	Virgil and Cicero. Exercises and Composition in Prose and Verse.	Homer's Iliad. Greek Testament. Lucian. Greek Prosody and Exercises.	Rules on the use of the Pronouns and Participles with Exercises. Oral and Written Translations.	Christian Morals and Evidences. Reading in Sullivan's Literary Class Book.	Algebra. Euclid, Bb. III. IV. V. definitions of B. V. and B. VI.	Ancient and Medieval Geography. Grecian Antiquities. History of France. History of Canada.	Physiology, as contained in the 5th National Reader. Elements of Chemistry.	Drawing. Book Keeping. Vocal Music.
FIFTH	Horace. Composition in Prose and Verse. Previous subjects reviewed.	Homer's Odyssey. Greek Prosody. Previous subjects reviewed.	Syntax & Idioms. Composition. Oral and Written Translations. Fénelon,—Dialogues des Morts. Molières,—Les Fourberies de Scapin. Previous subjects reviewed.	Outlines of English Literature. Composition. Elements of Civil Polity, Political Economy, (Fifth Reader.) Previous subjects reviewed.	Elements of Plane Trigonometry. Mensuration and Surveying. Previous subjects reviewed.	Outlines of Egyptian History to the Death of Cleopatra. History of Spain and Portugal in the reign of Ferdinand and Isabella. Previous subjects reviewed.	Previous subjects reviewed.	Drawing. Vocal Music.

Explanatory Memoranda to the foregoing Programme :—

1. Pupils preparing for the University, are *required* to study those subjects only which will qualify them for matriculation.*

2. Any pupil studying the English branches alone, may have an option as to the particular subjects of his study; but he may not, without the special permission of the head master, select any subject not included amongst those prescribed for the class in which he has been placed on examination.

3. The pupils shall be arranged in classes, corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, and no faster.

4. Drawing includes linear, map, geometrical, and ornamental drawing.

5. Instructions shall be given to each pupil in penmanship, as long as the Head master shall think it necessary.

6. It is recommended that the elements of vocal music shall form part of the course of instruction for all pupils capable of learning to sing.

Section 3.—OPENING AND CLOSING EXERCISES OF EACH DAY.

The arrangements for the daily religious exercises of each grammar school shall be left to the judgment of the board of trustees.†

Section 4.—DUTIES OF THE HEAD MASTER AND TEACHERS.

1. Each head master and teacher of a grammar school shall punctually observe the hours for opening and dismissing the school; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed each morning and evening, as stated in the preceding section; shall daily exert his best endeavors, by example and precept, to impress upon the

* The following are the "pass" subjects prescribed for those who are not candidates for Scholarships at Matriculation: Xenophon, *Anabasis*, B. I. Sallust, *Catilina*. Translation from English into Latin prose. Ordinary Rules of Arithmetic. Vulgar and Decimal Fractions. Extraction of Square Root. First four Rules of Algebra. [Colenso's Algebra.] Euclid, B. I. [Colenso's Edition of Simson's.] English Grammar. Outlines of English History to present time. [Chambers' History of British Empire.] Outlines of Roman History to the death of Nero. Outlines of Grecian History to the death of Alexander. Outlines of Ancient and Modern Geography. [Putz' and Arnold's Manuals of Ancient and Modern Geography.] Candidates for Scholarships will be examined in the following additional subjects: Homer, *Iliad* B. I. Homer, *Odyssey*, B. IX. Horace, *Odes* B. I. Virgil, *Æneid* B. II. Translation from English into Latin verse. Algebra, Proportion and Progression. Simple and Quadratic Equations. Euclid, Bb. II., III. and IV. English Grammar and Composition. French Grammar. Voltaire, *Histoire de Charles XII.* English History under the Houses of Tudor and Stuart. Geography of the British Empire, including her Colonies. For list of scholarships and subjects of examination in other faculties and departments in the University see page 225.

† The trustees can avail themselves of the recommendation on this subject, and the forms provided by the Council of Public Instruction for Upper Canada, in regard to Common Schools. See Common School Regulations, published in the Appendix to this Report, page 235.

minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism, and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every head master shall keep the daily, weekly, and quarterly register of his school, according to the forms and instructions authorised by law. The head master of every senior county grammar school shall also make the observations and keep the Meteorological Journal required by the 16th section of the Grammar School Act, 16 Vic., chap. 186 ; in addition to which, every head master shall keep, and cause to be kept, a class register, in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The head master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The head master shall practise such discipline in his school as would be exercised by a judicious parent in his family ; avoiding corporal punishment, except when it shall appear to him to be imperatively required : and in all such cases he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when the said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the head master may suspend a pupil from attending the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the chairman of the board of trustees. But no boy shall be expelled without the authority of the Board of Trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the head master, with the approbation of the board of trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the head master his regret for such course of conduct, as openly and explicitly as the case may require, shall, with the approbation of the board and head master, be re-admitted to the school.

6. The trustees having made such provisions relative to the school-house and its appendages, as are required by the second clause of the 11th section of the Grammar School Act, 16 Vict., chap. 186, it shall be the duty of the head master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness, of the school-house. He shall also prescribe such rules for the use of the yard and outbuildings connected with the school-house as will ensure their being kept in a neat and proper condition, and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to offer shelter to those that may arrive before the appointed hour

Section 5.—DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.
2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the head master.
3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness, or some pressing emergency ; and the then head master's consent must first be obtained.
4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the head master, forfeits his standing in his class, and his right to attend the school for the term.
5. No pupil shall be allowed to remain in the school unless he is furnished with the books and requisites required to be used by him in the school ; but in case of a pupil being in danger of losing the advantages of the school, by reason of his inability to obtain the necessary books or requisites, through the poverty of his parent or guardian, the board of trustees have power to procure and supply such pupil with the books and requisites needed.
6. The tuition fees, as fixed by the board of trustees, whether monthly or quarterly, shall be payable in advance ; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

Section 6.—TERMS, VACATIONS, DAILY EXERCISES, AND HOLIDAYS.*

1. There shall be four terms each year, to be designated the winter, spring, summer, and autumn terms. The winter term shall begin the 7th January, and end the Tuesday next before Easter, the spring term shall begin the Wednesday after Easter and close the last Friday in June, the summer term shall begin the second Monday in August and end the Friday next before the 15th October ; the autumn term shall begin the Monday following the close of the summer term, and shall end the 22nd December.
2. The exercises of the day shall not commence later than nine o'clock a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily teaching may be determined upon in any grammar school, at the option of the board of trustees.

* 1. This regulation applies to union grammar and common schools, as the law provides for the union of common schools with grammar schools, not the union of the latter with the former. In all cases, therefore, in which common schools are united with the grammar schools, the union schools are subjected to the regulations which are here prescribed in respect to grammar schools.

2. It should be observed that the several clauses of the *eleventh* section of the grammar school Act empower boards of trustees to prescribe any duties, or make any regulations, in connection with their respective schools, which are not provided for by, or are not inconsistent with, the general regulations prescribed by the Council of Public Instruction, and approved by the Governor in Council.

3. Every Saturday shall be a holiday ; or, if preferred by the board of trustees and head master of any grammar school, the afternoons of Wednesday and Saturday in each week shall be half holidays. All days declared by law to be public holidays shall be holidays in each grammar school.

4. The public half-yearly examinations required to be held in each grammar school, by the 5th clause of the 11th section of Act 16 Vict. chap. 186, shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

Approved by the Governor General in Council, as intimated to the Chief Superintendent of Education, on the 15th day of February, 1855.

Appendix E.

THE COMMON SCHOOLS OF UPPER CANADA.

No. 1. Programme for the Examination and Classification of Teachers of Common Schools, by the County Boards, prescribed by the Council of Public Instruction for Upper Canada.

To be in full force until repealed or revised by the Council.

N.B.—Candidates are not eligible to be admitted to examination, until they shall have furnished the examiners with satisfactory evidence of their strictly temperate habits and good moral character.

QUALIFICATIONS OF THIRD CLASS TEACHERS.

Candidates for certificates as third class teachers, are required :

1. To be able to read intelligibly and correctly any passage from any common reading book.

2. To be able to spell correctly the words of an ordinary sentence, dictated by the examiners.

3. To be able to write a plain hand.

4. To be able to work readily questions in the simple and compound rules of arithmetic, and in reduction and proportion, and to be familiar with the principles on which these rules depend.

5. To know the elements of English grammar, and to be able to parse any easy sentence in prose.

6. To be acquainted with the elements of geography, and the general outlines of the globe.

7. To have some knowledge of school organization and the classification of pupils.

8. In regard to teachers of French or German, a knowledge of the French or German grammar may be substituted for a knowledge of the English grammar: and the certificates to the teachers expressly limited accordingly.

QUALIFICATIONS OF SECOND CLASS TEACHERS.

Candidates for certificates as second class teachers, in addition to what is required of candidates for third class certificates, are required :

1. To be able to read with ease, intelligence and expression, and to be familiar with the principles of reading and pronunciation.

2. To write a bold free hand, and to be acquainted with the rules of teaching writing.

3. To know fractions, involution, evolution, and commercial and mental arithmetic.

[Female candidates for this class of certificates will only be examined in practice and mental arithmetic.]

4. To be acquainted with the elements of book-keeping.

5. To know the common rules of orthography, and to be able to parse any sentence in prose or poetry which may be submitted; to write grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.

6. To be familiar with the elements of mathematical, physical, and civil or political geography, as contained in any school geography.

QUALIFICATIONS OF FIRST CLASS TEACHERS.

Candidates for certificates as first class teachers, in addition to what is required of candidates for third and second class certificates, are required :

1. To be acquainted with the rules for mensuration of superficies and solids and the elements of land surveying.

2. To be familiar with the simple rules of algebra, and to be able to solve problems in simple and quadratic equations.

3. To know the first four books of Euclid.

4. To be familiar with the elements and outlines of general history.

5. To have some acquaintance with the elements of vegetable and animal physiology, and natural philosophy, as far as taught in the fifth book of national readers.

6. To understand the proper organization and management of schools, and the improved method of teaching.

N.B.—Female candidates for first class certificates will not be examined in the subjects mentioned in the first three paragraphs under this head.

EDUCATION OFFICE, Toronto,

Adopted the 3rd day of October, 1850.

No. 2.—General Regulations for the Organization, Government and Discipline of Common Schools in Upper Canada.

Adopted after mature consideration by the Council of Public Instruction, as authorized by the Act 13th and 14th Victoria, chapter 48, Section 48.

1. HOURS OF DAILY TEACHING, HOLIDAYS AND VACATIONS.

1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

2. Every alternate Saturday shall be a holiday in each school.

3. There shall be three vacations during each year; the first, eight days, at Easter; the second, the first two weeks in August; the third, eight days, at Christmas.

4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.

2. RELIGIOUS AND MORAL INSTRUCTION.

As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. The common school act of 1850, fourteenth section, securing individual rights, as well as recognizing Christianity, provides, "That in any model or common school established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the section of the Act thus quoted, the principle of religious instruction in the schools is recognized, the restrictions within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents or the government itself. Therefore, it shall be a matter of mutual arrangement between the teacher and the parent or guardian of each pupil, as to whether the teacher shall hear such pupil recite from the catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian.

The common school being a *day*, and not a *boarding* school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on sabbaths, no regulations are called for in respect to their attendance at public worship.

The following regulations in regard to the "opening and closing exercises of

the day," the "duties of masters and teachers," and the "duties of pupils," have been adopted by the Council, and apply to all common schools in Upper Canada.

3. OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each common school be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer alone, or the Forms of Prayer hereto annexed may be used, or any other prayer preferred by the trustees and teacher of each school. But the Lord's Prayer should form a part of the opening exercises; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the teacher of the school.

FORMS OF PRAYER.

Before entering upon the business of the Day.

Let us Pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be thy name, thy kingdom come, Thy will be done on earth, as it is in Heaven; Give us this day our daily bread; And forgive us our trespasses, as we forgive them that trespass against us; And lead us not into temptation; But deliver us from evil; For Thine is the kingdom, the power and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

At the close of the Business of the Day.

Let us Pray.

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our

minds whatever good instruction we have received, and to bless them to the advancement of our temporal and eternal welfare ; and pardon, we implore thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow with renewed vigor, both of body and mind ; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord ; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thy only Son, our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy name, Thy kingdom come, Thy will be done on earth as it is in heaven ; Give us this day our daily bread ; and forgive us our trespasses, as we forgive them that trespass against us ; And lead us not into temptation : But deliver us from evil ; For Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the fellowship of the Holy Ghost, be with us all evermore. *Amen.*

4. DUTIES OF TEACHERS.

The sixteenth section of the School Act prescribes, in explicit and comprehensive terms, the duties of teachers ; and no teacher can legally claim his salary, who disregards the requirements of the law. Among other things, the act requires each teacher to “ maintain proper order and discipline in his school, according to the forms and regulations which shall be provided according to law.” The law makes it the duty of the *Chief Superintendent of Education* to provide the forms ; and the *Council of Public Instruction* prescribes the following regulations for the guidance of the teachers in the conduct and discipline of their schools :

It shall be the duty of each teacher of a common school :—

1. To receive courteously the visitors appointed by law, and to afford them every facility for inspecting the books used, and to examine into the state of the school ; to have the visitors’ book open, that the visitors may, if they choose, enter remarks in it. The frequency of visits to the school by intelligent persons, animates the pupils, and greatly aids the faithful teacher.

2. To keep the registers accurately and neatly, according to the prescribed forms ; which is the more important under the present school act, as the 31th section of it authorizes the distribution of the local school fund according to the average attendance of pupils attending each school.

3. To classify the children according to the books used ; to study those books himself ; and to teach according to the improved method recommended in their prefaces.

4. To observe himself, and to impress upon the minds of the pupils, the great rule of regularity and order,—A TIME AND A PLACE FOR EVERYTHING, AND EVERYTHING IN ITS PROPER TIME AND PLACE.

5. To promote, both by precept and example, CLEANLINESS, NEATNESS, and DECENCY. To effect this, the teacher should set an example of cleanliness and neatness in his own person, and in the state and general appearance of the school. He should also satisfy himself by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and when necessary mended. The school apartments, too, should be swept and dusted every evening.

6. To pay the strictest attention to the moral and general conduct of his pupils, and to omit no opportunity of inculcating the principles of TRUTH AND HONESTY; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of his pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among his pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

9. Punctually to observe the hours for opening and dismissing the school; during the school hours, faithfully to devote himself to the public service; to see that the exercises of the school be opened and closed each morning and evening as stated in the preceding part of this section: and daily to exert his best endeavors, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

10. To practice such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

11. For gross misconduct, or violent or wilful opposition to his authority, the teacher may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and reason of it, and communicating the same to the trustees through the chairman or secretary. But no pupil shall be expelled without the authority of the trustees.

12. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the teacher, with the approbation of the trustees, to expel such pupil from the school. But any pupil under the public censure, who shall express to the teacher his regret for such

course of conduct, as openly and as explicitly as the case may require, shall, with the approbation of the trustees and teacher, be re-admitted to the school.

13. The trustees having made such provisions relative to the school-house and its appendages, as are required by the fourth clause of the twelfth section of the Common School Act, 13th and 14th Vict., cap. 48, it shall be the duty of the teacher to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school-house ; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house, as will insure their being kept in a neat and proper condition ; and he shall be held responsible for any want of neatness and cleanliness about the premises.

14. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen* minutes before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

5. DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency ; and then the teacher's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the teacher, forfeits his standing in his class and his right to attend the school for the remainder of the quarter.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school ; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the trustees have power to procure and supply such pupils with the books and requisites needed.

6. The tuition fees, as fixed by the trustees, whether monthly or quarterly, shall be payable in advance ; and no pupil shall have a right to enter or continue in the school until he shall have paid the appointed fee.

6. DUTIES OF TRUSTEES.

1. The full and explicit manner in which the duties of trustees are enumerated and stated in the school act, renders it unnecessary to do more, in this place, than make some expository remarks on the nature of the general duties of trustees, and the relations subsisting between them and the teachers whom they employ. The

law invests trustees with most important functions ; they are a corporation, and as such, the ownership and control of the school site, school-house, and all the property attached thereto, are vested in them ; they are to provide and furnish the school-house and premises, and apparatus and text books for the school ; and they alone have authority to employ the teacher. Their duties are, therefore, of the greatest importance, and they should be well understood.

2. While the trustees employ the teacher—agree with him as to the period during which he shall teach, and the amount of his remuneration—the *mode of teaching* is at the option of the teacher ; and the local superintendent and visitors alone have a right to advise him on the subject. The teacher is not a mere machine, and no trustee or parent should attempt to reduce him to that position. His character and his interest alike prompt him to make his instruction as efficient and popular as possible ; and if he does not give satisfaction, he can be dismissed according to the terms of his agreement with his employers. To interfere with him, and deprive him of his discretion as a teacher, and then to dismiss him for inefficiency, which is the natural and usual result, is to inflict upon him a double wrong, and frequently injures the pupils themselves, and all parties concerned. It should then be distinctly understood, as essential to the teacher's character, position and success, that he judge for himself as to the mode of teaching in his school, including, of course, the classification of pupils, as well as the manner of instructing them. It is, nevertheless, the duty of the trustees to see that the school is conducted according to the regulations authorised by law.

3. It is therefore important that trustees should select a competent teacher. *The best teacher is always the cheapest.* He teaches most, and inculcates the best habits of learning and mental development, in a given time ; and time and proper habits are worth more than money both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good teacher. To employ an incompetent person, because he offers his incompetent services for a small sum, is a waste of money, and a mockery and injury of the youth of the neighbourhood. We entirely concur with the *National Board of Education in Ireland*, in the following estimate of the qualities of a good teacher :

“A teacher should be a person of Christian sentiment, of calm temper, and discretion ; he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his Sovereign ; he should not only possess the art of communicating knowledge but be capable of moulding the mind of youth, and giving to the power, which education confers, an useful direction. These are the qualities for which patrons (or trustees) of schools, when making choice of a teacher, should anxiously look.”

4. Trustees will always find it the best economy to have a commodious school-house, kept comfortable, and properly furnished. It is as difficult for pupils to learn as it is for the master to teach, in an unfurnished and comfortless school-house.

5. In the selection of books to be used in the school, from the general list authorized according to law, p. 46, the Trustees should see that but *one* series of reading books, *one* arithmetic, or one for the beginners and another for the more

advanced pupils, *one* geography, &c., should be used in any *one* school, in order that the scholars may be classified in the several branches which they are studying. Heterogeneous school books (however good each book may be in itself) render classification impossible, increase the labour and waste the time of the teacher, and retard the progress of the pupils. But the teacher and pupils labour at the greatest disadvantage, when they are compelled to use books which are as various as the scholars' names.

7. DUTIES OF SCHOOL VISITORS.

The *thirty-second* section of the School Act of 1850, provides that all Clergymen recognized by law, of whatever denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils, and Aldermen, shall be school visitors; and the *thirty-third* section of the Act prescribes their lawful duties.

2. The parties thus authorized to act as visitors, have it in their own power to exert an immense influence in elevating the character and promoting the efficiency of the schools, by identifying themselves with them, by visiting them, encouraging the pupils, aiding and counselling teachers, and impressing upon parents their interests and duties in the education of their offspring. In visiting schools, however, visitors should, in no instance, speak disparagingly of the instructions or management of the teacher in the presence of the pupils; but if they think it necessary to give any advice to the teacher, they should do it privately. They are also desired to communicate to the local or Chief Superintendent anything which they shall think important to the interests of any school visited by them. The law recommends visitors, "*especially to attend the Quarterly Examinations of the Schools.*" It is hoped that all visitors will feel it both a duty and a privilege to aid, on such occasions, by their presence and influence. While it is competent to a visitor to engage in any exercises which shall not be objected to by the authorities of the school, it is expected that no visitor will introduce, on any such occasion, anything calculated to wound or give offence to the feelings of any class of his fellow christians.

3. The local superintendents are school visitors, by virtue of their office, and their comprehensive duties, as such, are stated with sufficient minuteness in the 3rd clause of the 31st section of the School Act. While each local superintendent makes the careful inquiries and examinations required by law, and gives privately to the teacher and trustees such advice as he may deem expedient, and such counsel and encouragement to the pupils, as circumstances may suggest, he will exhibit a courteous and conciliatory conduct towards all persons with whom he is to communicate, and pursue such a line of conduct as will tend to uphold the just influence and authority, both of trustees and teachers.

4. Too strong a recommendation cannot be given to the establishment of circulating libraries in the various townships and school sections. A township library, with an auxiliary in each school section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of the whole township. It is submitted to the serious attention of all school visitors, as well as trustees, and other friends of the diffusion of useful knowledge—See Departmental Notices.

Appendix F.

THE FREE PUBLIC LIBRARIES OF UPPER CANADA.

No. 1. General principles on which Books have been selected for the Public School Libraries in Upper Canada ; extracted from the Minutes of the Council of Public Instruction, dated the 2nd August, 1853.

The council of public instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these public school libraries.

1. The council regards it as imperative, that no work of a licentious, vicious, or immoral tendency ; and no works hostile to the Christian religion, should be admitted into the libraries.

2. Nor is it, in the opinion of the council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy ; although it would not be desirable to exclude all historical and other works, in which such topics are referred to and discussed ; and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

3. In regard to books on ecclesiastical history, the council agrees in a selection from the most approved works on each side.

4. With these exceptions, and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading, in the various departments of human knowledge—leaving each municipality to consult its own taste, and exercise its own discretion in selecting books from the general catalogue.

5. The including of any books in the general catalogue, is not to be understood as the expression of any opinion by the council, in regard to any sentiments inculcated or combatted in such books, but merely as an acquiescence on the part of the council in the purchase of such books, by any municipality, should it think proper to do so.

6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new works of value may appear.

No. 2. Remarks by the Chief Superintendent of Education.

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential, in a national system of public school libraries, to provide for the accomplishment of the following objects :—

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals or vitiate the public taste.

2. The protection of local parties from imposition, by interested itinerant book venders, in regard to both the prices and character of books introduced into their libraries.

3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Upper Canada.

4. The selection, procuring and rendering equally acceptable to all the school municipalities of the land, a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.

5. The removal of all restrictions upon local exertion, either as to the sums raised or the manner of raising them, whether in a school section, or township, or county, and the encouragement of such exertions, by proportioning, in all cases, the amount of public aid to the amount raised by local effort.

No. 3. Departmental Notices to Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars. Catalogues and forms furnished on application.

PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools. Catalogues and forms furnished on application.

SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired. Catalogues and forms furnished on application.

Appendix G.

EDUCATIONAL MUSEUM FOR UPPER CANADA.

Referred to in the Report, pp. 17—24.

RULES AND DAYS FOR ADMISSION TO THE EDUCATIONAL MUSEUM, NORMAL SCHOOL BUILDINGS, TORONTO.

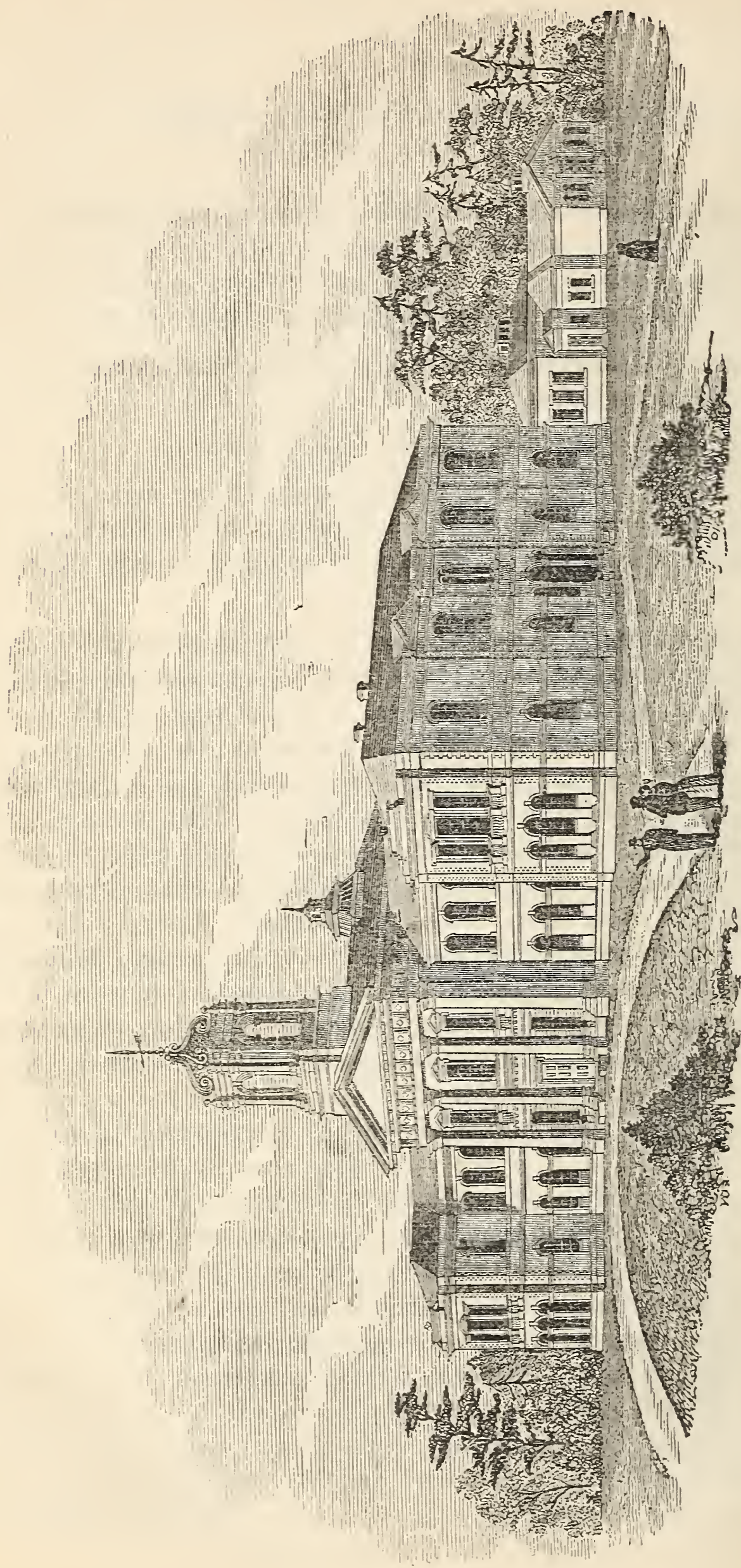
I. The Museum to be open for Exhibition on the afternoons of Monday, Wednesday, and Friday, in each week, from half-past 1 until 5 P. M.

II. All persons to be admitted gratis, upon entering their names on the Visitors' Book at the Education Office.

III. Sticks and Umbrellas to be left in the Visitors' room.

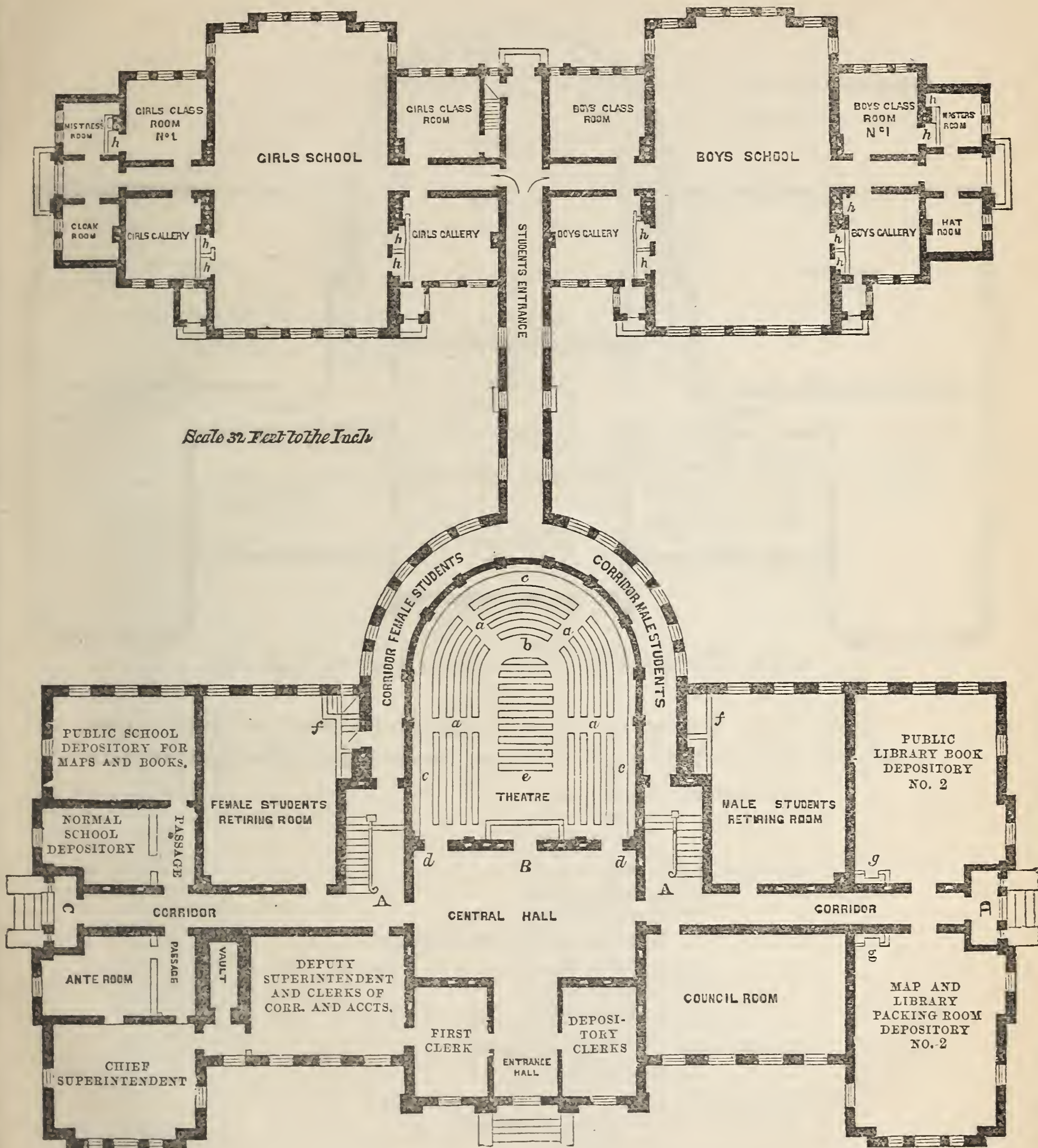
IV. Visitors can have access to the Theatre, in which are arranged the English and Foreign busts, immediately on their arrival, but to the other rooms they will be accompanied, if alone, or in parties, by a person connected with the Department.

This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect, as scarcely secondary to the direct means of training the minds and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of Models of Agricultural and other implements, of specimens of the Natural History of the Country, Casts of Antique and Modern Statues and Busts, &c., selected from the principal Museums of Europe, including busts of some of the most celebrated characters in English History; also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and to afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School Grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a museum in connection with this Department.

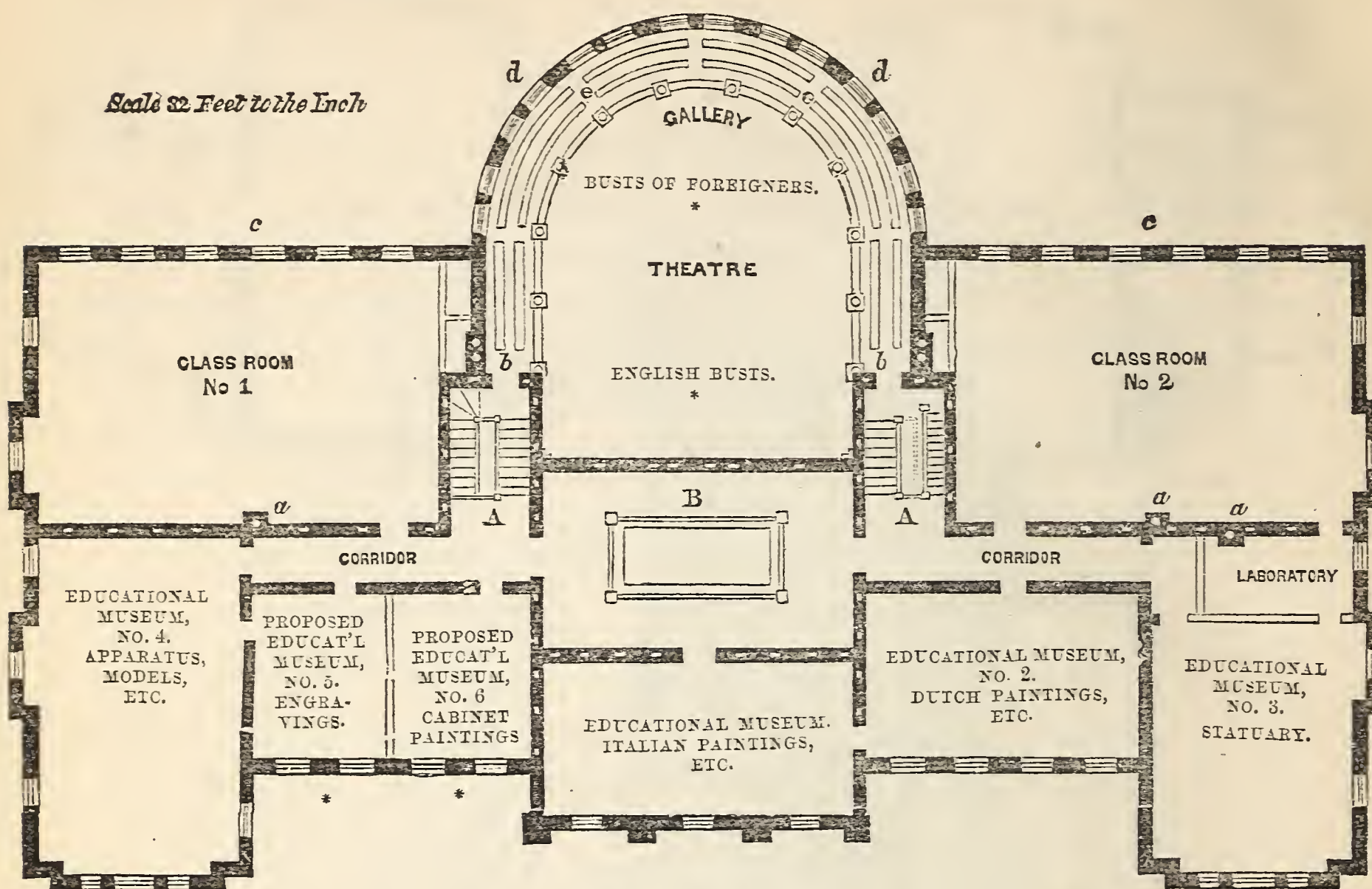


DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

(Education Offices First Floor to the left ; Museum Rooms up Stairs.)



PLAN OF THE FIRST FLOOR OF THE EDUCATIONAL DEPARTMENT.



PLAN OF EDUCATIONAL MUSEUM.—UPPER FLOOR, EDUCATIONAL DEPARTMENT.

Subjoined are lists of the principal objects of interest which have been already procured for the Museum. They are arranged in the following order, viz. :

- I. SCULPTURE:
 1. Antiques.
 2. Modern.
 3. Architectural.
- II. PAINTINGS:
 1. Italian Schools.
 2. Flemish School.
 3. Dutch School.
 4. Miscellaneous Dutch and Flemish.
 5. German School.
 6. French School.
 7. Spanish School.
- III. ENGRAVINGS:
 1. On Steel and Copper.
 2. Lithographs.
- IV. WORKS ILLUSTRATING THE HISTORY OF ART, &c. :
 1. In French and Italian.
 2. In English.
- V. OTHER OBJECTS OF INTEREST :
 1. Illustrations of Mediæval History, Figures in Armour, weapons, &c.
 2. Maps and Plans in Relief.
 3. Specimens of Natural History.
 4. Geological Specimens.
 5. Models of Agricultural Implements.
 6. Philosophical Models and School Apparatus.

I. LIST of the Principal Specimens of Sculpture in the Educational Museum.

(Several of the casts are not yet arranged.)

1. ANTIQUES.

SUBJECT.	FROM WHAT GALLERY.
LARGE GROUPS :	
Bacchus and Ariadne.....	Capitol, Rome.
Cupid and Psyche.....	Imperial Gallery, Florence.
Laocoon and his Sons.....	Vatican, Rome.
LARGE STATUES :	
Apollino de Medicis.....	Imperial Gallery, Florence.
Aristides.....	Barberini Museum, Naples.
Cicero.....	" " "
Diana of Gabies.....	Louvre, Paris.
Euterpe.....	" "
Boy Extracting the Thorn.....	Capitol, Rome.
Flora.....	Capitol, Rome.
Urania.....	Louvre, Paris.
Urania Seated.....	" "
Venus Attiring.....	Vatican, Rome.
Venus Crouching.....	Capitol, "
Venus de Medicis.....	Imperial Gallery, Florence.
Venus de Milo.....	Louvre, Paris.
BUSTS, LIFE SIZE :	
<i>Mythological and Homeric.</i>	
Adonis.....	Vatican, Rome.
Apollo Belvedere.....	Imperial Gallery, Florence.
Apollino de Medicis.....	Vatican, Rome.
Antinoüs.....	British Museum, London.
Antinoüs as Bacchus.....	Louvre, Paris.
Bacchus, Indian.....	Royal Museum, Madrid.
Castor.....	British Museum, London.
Dionysus, Indian or Bearded.....	Vatican, Rome.
Faunus, of the Capitol.....	Louvre, Paris.
Faunus.....	Royal Museum, Munich.
Faunus, Barberini.....	Bourbon Museum, Naples.
Hercules, Farnese.....	Vatican, Rome.
Hercules, Young.....	British Museum, London.
Mercury.....	Villa Albani, Rome.
Mercury, Greek.....	Louvre, Paris.
Pollux.....	Royal Museum, Madrid.
Silenus.....	Louvre, Paris.
Diana, Huntress.....	Louvre, Paris.
Flora.....	Royal Museum, Berlin.
Hygiea.....	Vatican, Rome.
Isis.....	British Museum, London.
Clytie as Isis.....	Vatican, Rome.
Juno (head).....	Louvre, Paris.
Juno (colossal).....	Villa Albani, Rome.
Juno the Protectress.....	
Minerva (with Ægis).....	
Minerva Medica.....	

I. LIST of the Principal Specimens of Sculpture in the Educational Museum.

1. ANTIQUES—(Continued.)

SUBJECT.	FROM WHAT GALLERY.
BUSTS.— <i>Mythological and Homeric. (Continued.)</i>	
Venus of Arles	Louvre, Paris.
Venus de Milo.....	" "
Venus.....	Museum of Arles, France.
Venus of Cnidus.....	Louvre, Paris.
Venus de Medicis.....	Imperial Gallery, Florence.
Victory, from the Parthenon.....	Collection of the Count de Laborde, Paris.
Calliope	Vatican, Rome.
Clio.....	
Melpomene	Vatican, Rome.
Terpsichore.....	
Thalia	Vatican, Rome.
A Muse	British Museum, London.
Ariadne	Capitol, Rome.
Ariadne, or a Bacchante	British Museum, London.
Psyche	Bourbon Museum, Naples.
Lencothœ	Vatican, Rome.
From the Niobe Group:	
(1) The Mother.....	Imperial Gallery, Florence.
(2) Son	Royal Museum, Munich.
(3) First Daughter.....	Imperial Gallery, Florence.
(4) Second "	" " "
(5) Third "	" " "
(6) Fourth "	" " "
Atys (head).....	
Amazon	Oxford Museum.
Theseus	Etruscan Collection in France.
Ajax	Vatican, Rome.
Diomedes	British Museum, London.
From the Laocoon Group:	
(1) The Father	Vatican, Rome.
(2) The Elder Son.....	" "
(3) The Younger Son	" "
Meleager.....	
Ulysses.....	
Paris.....	Bibliotheque, Paris.
<i>Greek Statesmen and Military Leaders.</i>	
Alexander the Great	Louvre, Paris.
Alcibiades	Imperial Gallery, Florence.
Miltiades.....	
Pericles	Collection of M. de Pastout, Paris.
"	Vatican, Rome.
Xenophon.....	
<i>Greek and Roman Poets.</i>	
Homer	British Museum, London.
Ovid	Villa Albani, Rome.
Pindar	Vatican, Rome.
Sappho.....	Capitol, "
Sophocles.....	Imperial Gallery, Florence.
Virgil.....	Capitol, Rome.
"	Vatican, "
<i>Philosophers, Orators, &c.</i>	
Asiaticus (a physician)	Louvre, Paris.
Carneades	Vatican, Rome.

I. LIST of the Principal Specimens of Sculpture in the Educational Museum.

1. ANTIQUES—(Continued.)

SUBJECT.	FROM WHAT GALLERY.
<i>BUSTS.—Philosophers, Orators, &c.—(Continued.)</i>	
Demosthenes	Louvre, Paris.
Diogenes	British Museum, London.
Epicurus	Villa Albani, Rome.
Galen.	
Hippocrates.	
Leodamas	Capitol, Rome.
Plato	Vatican, Rome.
Pythagoras	Bourbon Museum, Naples.
Socrates.	
Solon	Imperial Gallery, Florence.
Cicero	Capitol, Rome.
Senecca	" "
<i>Roman Historical Characters.</i>	
Augustus, youthful.	
Augustus Cæsar	Louvre, Paris.
Agrippa	" "
Caracalla	Vatican, Rome.
Julius Cæsar (head).	
Marcus Aurelius (youthful)	Imperial Gallery, Florence.
Nero (child)	Bibliothèque, Paris.
Nero (Emperor)	Louvre, "
Tiberius (youthful).	
Titus	Royal Gallery, Munich.
Vitellius	Louvre, Paris.
Etruscan King (head).	
Berenice	Bourbon Museum, Naples.
Faustina	Capitol, Rome.
Julia Mamaea	Louvre, Paris.
Brutus, Lucius Junius	Capitol, Rome.
Brutus, Marcus Junius	" "
Cato	Vatican, "
Corbulo, Cnecus Domitius	Bourbon Museum, Naples.
Drusus	Vatican, "
Marius	Barberini, "
Sylla	" "
<i>Miscellaneous.</i>	
Fighting Gladiator	Louvre, Paris.
Dying Gladiator.	
Player at Osselets.	
Quoit Player (in action)	Vatican, Rome.
" " (in repose)	" "
Wrestler	British Museum, London.
A Bust	Oxford Museum.
Child	Royal Museum, Munich.
Two Children.	
A Vestal.	
City of Paris	Vatican, Rome.
City of Rome	Louvre, Paris.
<i>MASQUES :</i>	
<i>Mythological.</i>	
Antinous	Royal Museum, Munich.
Minerva.	
Medusa	Royal Museum, Munich.
Omphale	" " Berlin.
Venus	" " Munich.

I. LIST of the Principal Specimens of Sculpture in the Educational Museum.

1. ANTIQUES—(Continued.)

SUBJECT.	FROM WHAT GALLERY.
BUSTS.—(Continued.)	
Kings.	
Alexander the Great.....	Louvre, Paris.
Alexander Fighting ..	Vatican, Rome.
Ptolemy.....	Royal Museum, Munich.
STATUETTES :	
Mythological and Homeric.	
Apollo Belvedere.....	Vatican, Rome.
Apollino de Medicis.....	Imperial Gallery, Florence.
Castor and Pollux (group).	
Faunus Playing.	
Faunus Resting.	
Silenus and Bacchus.....	Louvre, Paris.
Ceres	" "
Diana and Stag (group).....	" "
Diana of Gabies	" "
Minerva	Turin.
Venus of Arles.....	Louvre, Paris.
Venus de Milo.....	" "
Venus de Medicis.....	Imperial Gallery, Florence.
Venus of the Capitol.....	Capitol, Rome.
Venus Genitrix.....	" "
Venus Crouching	" "
Euterpe	Louvre, Paris.
Polyhymnia	" "
Genius of Eternal Rest.....	Louvre, Paris.
Genius Worshipping	Royal Museum, Berlin.
Laocoon (group).....	Vatican, Rome.
Amazon	Capitol, "
Historical Characters.	
Aristides	Barberini Museum, Naples.
Sophocles.....	Imperial Gallery, Florence.
Cincinnatus	Louvre, Paris.
Germanicus	" "
Julia, wife of Pompey.....	Imperial Gallery, Florence.
Miscellaneous.	
Fighting Gladiator	Louvre, Paris.
Dying Gladiator	Capitol, Rome.
Boy Extracting Thorn	" "
Wrestlers (group).....	Imperial Gallery, Florence.
Child and Goose.....	Louvre, Paris.
Playing at Osselets.....	Royal Museum, Berlin.
COLUMNS AND OBELISKS :	
Column of Trajan (small fac-simile).	} At Rome.
" Antonine "	
" Phocas "	
Flaminian Obelisk, "	
Lateran "	

I. LIST of the Principal Specimens of Sculpture in the Educational Museum.

2. MODERN SCULPTURE.		
SUBJECT.	SCULPTOR.	FROM WHAT GALLERY.
LARGE GROUPS :		
The Graces.....	Canova.	
Cupid, with bow.....	Thorwaldsen.	
Guardian Angel.....	"	
Psyche, borne by Zephyrs	Gibson.	
LARGE STATUES :		
Hebe	Canova.	
Pandora.....	Sir R. Westmacott.	
Venus	Gibson.	
Greek Slave	Power.	
Jeanne D' Arc	Princess Marie.	
BUSTS :		
Hebe	Canova.	
Helen.....	"	Private Collection, England.
Julian de Medicis.....	Michael Angelo	Florence.
Milo of Crotona.....	Le Puget.	
Paris	Canova	Royal Gallery, Munich.
Perseus	"	Vatican, Rome.
Terpsichore.....	"	England.
Eve	Bailey.	
Europe.		
Asia.		
Africa.		
America.		
<i>French Statesmen, &c.</i>		
Charles IX. of France .....	.....	Louvre, Paris,
Henri II. "	Jean Goujon	" "
Henri III. "	Germain Pilon.....	" "
Henri IV. "		
Napoleon I.....	Chaudet.....	Collection at Paris.
Richelieu, Cardinal	Coyzevon.....	Louvre, Paris.
Sully, Duc de .....	.....	Institut de France.
Ximenes, Cardinal.....	.....	Rome.
Wife of Francois I.....	.....	Museum St. Denis, France.
Wife of De Thou.....	.....	Versailles Museum.
<i>Italian Artists.</i>		
Michael Angelo.		
Palladio.		
Raffaelle.		
<i>English Crowned Heads, &c.</i>		
The Queen.		
Prince Albert.		
William IV.		
George IV.		
Duke of York.		
George III.		
Oliver Cromwell.		
Charles I.		
Queen Elizabeth.		
Mary, Queen of Scots.		
<i>Statesmen.</i>		
Lord Brougham.		
Lord Camden.		
George Canning.		
Earl of Chatham.		
Richard Cobden.		
Earl of Eldon.		
Charles James Fox.		
Earl Grey.		

I. LIST of the Principal Specimens of Sculpture in the Educational Museum.

2. MODERN SCULPTURE—(Continued.)

SUBJECT.	SCULPTOR.	FROM WHAT GALLERY, &c.
BUSTS— <i>Statesmen, &c.</i> —(Contin'd.)		
Lord Lyndhurst.		
Lord Nelson.		
Daniel O'Connell.		
Sir Robert Peel.		
Lord John Russell.		
Duke of Wellington.		
<i>Literary Celebrities.</i>		
Robert Burns.		
Lord Byron.		
Thomas Campbell.		
William Congreve.		
William Cowper.		
John Dryden.		
John Milton.		
Alexander Pope.		
Matthew Prior.		
Sir Walter Scott.		
William Shakspeare.....	.....	Westminster Abbey.
“ “ (monumental)	.....	Stratford-on-Avon Church.
James Thomson.		
Joseph Addison.		
Lord Bacon.		
Jeremy Bentham.		
Dr. Johnson.		
John Locke.		
Sir Isaac Newton.		
<i>Divines.</i>		
Rev. Dr. Chalmers.		
Rev. Rowland Hill.		
Rev. John Wesley.		
<i>Medical Men, &c.</i>		
Dr. Abernethy.		
Dr. Gall.		
Professor Faraday.		
Dr. Harvey.		
Dr. Hunter.		
<i>Architects, Sculptors & Painters.</i>		
Inigo Jones.		
John Flaxman.		
Sir Thomas Lawrence.		
Sir Christopher Wren. ....	.....	St. Paul's Cathedral, London.
<i>Eminent Foreigners.</i>		
Buffon.		
John Calvin.		
Baron Cuvier.		
Archbishop Fenelon.		
La Fontaine.		
Martin Luther.		
Voltaire	Houdon	Theatre Français.
Washington.		
Franklin.		
Clay.		
Webster		
<i>Foreign Composers.</i>		
Beethoven.		
Handel.		
Haydn.		
Rossini.		
Weber.		

I. LIST of the Principal Specimens of Sculpture in the Educational Museum.

2. MODERN SCULPTURE—(Continued.)

SUBJECT.	SCULPTOR.	FROM WHAT GALLERY.
STATUETTES.—(Continued.)		
Flayed Figure.....	Caudron.	
Morning Star	Pollet.	
Evening Star	"	
Albert IV.....	} Lewis Schwanthaler.....	{ From the colossal statues in bronze in the throne room of the King of Bavaria's Palace, Munich.
Albert V		
Charles XI.....		
Charles XII. of Sweden.....		
Frederick of the Palatinate ...		
Frederick II. of the Palatinate		
John William		
Louis the Emperor.....		
Louis the Rich		
Maximilian I.....		
Otto the Elector.....		
Rupert the Emperor		
Louis I. of Bavaria	" "	Munich.
Napoleon I.....	Barre.	
John Huss	Schwanthaler.	
Ziska	"	Munich.
Goëthe	"	"
Jean Paul Richter.....	"	"
Mozart.....	"	"
Klenze, Leo de	"	"
Schwanthaler, L. de.....	"	"
Artists.		
Andrea del Sarto.....	"	"
Bellini	"	"
Claude	"	"
Correggio	"	"
Domenichino	"	"
Durer.....	"	"
Fiesole.....	"	"
Francesco Francia	"	"
Ghirlandajo.....	"	"
Hemling	"	"
Holbein.....	"	"
Leonardo da Vinci.....	"	"
Massaccio	"	"
Murillo.....	"	"
Michael Angelo.....	"	"
Perugino.....	"	"
Poussin	"	"
Raffaelle	"	"
Rubens	"	"
Schoen, Martin.....	"	"
Titian.....	"	"
Vandyck	"	"
Van Eyck	"	"
Velasquez	"	"

311 Small Busts of Celebrated Characters of all ages.
A Selection of Models of Hands, Feet, &c., from nature.

NOTE.—In addition to the foregoing, a large number of various sized Brackets and Pedestals, on which to place the Statuary, has been procured.

I. LIST of the Principal Specimens of Sculpture in the Educational Museum.

3. ARCHITECTURAL SCULPTURE.

Specimens of Greek, Roman and Mediæval Ornament.

Section of Frieze from the Eretheum.
 Small Acanthus Scroll.
 Rosettes from the Capitol (2.)
 Stele Top from the British Museum.
 Large Scroll from Trajan Forum.
 Small Acanthus Leaf from the Temple of Jupiter Stator.
 Two Small Rosettes from the Tomb of the Scipios.
 Enriched Moulding (Echinus) from the Eretheum.
 Lysierates Scroll.
 Stele Top from the British Museum.
 Large Frieze from Trajan Forum.
 Centre Rosette from Trajan Scroll.
 Leaf Moulding from the Temple of Mars Ultor.
 Enriched Moulding from the upper corner of the Pedestal of Trajan's Column.
 Rosette from the Capitol.
 Rosette from the Antique.
 Panel, with cinque cento arabesque, from the Martinengo Tomb, Brescia.
 Panel from ditto.
 Alhambra Panel.
 Ditto.
 Pomegranate Portion of Frieze of Ghiberti Gates, Florence.
 Egg Plant and Pomegranate from ditto.
 Portion of the Architrave (with Eagle) ditto.
 Three Pieces of Architrave; Pomegranate, Egg and Bird portions, ditto.
 Another, with Squirrel, ditto.
 Nest of Florentine Scroll, with Swan.
 Florentine Panel, with Swan.
 Pilaster from Florence.
 Diamond Rosette from Brescia.
 Pilaster from the Villa Medici, Rome.
 Nest of Scroll of Pilaster, from ditto.
 Rosette from the Cloisters of Santa Maria del Popolo.
 Panel from Bonn.
 A Griffin.
 Four Pilasters from the Tomb of Louis XII.
 Two Pilasters from ditto.
 Acanthus Leaf from St. Eustache, Paris.
 Portion of a Pilaster from the Madeleine.
 Section of the same, from ditto.
 Four portions of Pilaster, from ditto.
 Pilaster from Notre Dame (Louis XV.)
 Iron Scroll Work (hinge) from ditto.
 Another portion of ditto.
 Piece of Architrave, from St. Denis.
 Panel from the Chateau d'Arnot, with cartouche.
 Finial, from Lincoln.
 Capital, from the Temple Church,
 Capital, from Stone Church, Kent.
 Spandril, from ditto.
 Small Carved Panel Tracery (2).
 Moulding Boss, from St. Stephen's, Westminster.
 Dancing Girl, with Wreath.
 Vases of different periods.

II. LIST of the Principal Paintings in the Educational Museum.

1. ITALIAN SCHOOLS.

DATE.	SUBJECT.	MASTER COPIED.	FROM WHAT GALLERY.
1387-1445	Reliquary (Madonna della Stella)	Fra. Angelico.....	Sacristy of Santa Maria Novella, Florence.
1445-1519	Portrait of himself.....	Leonardo da Vinci.....	Uffizzi Palace, Florence.
do	Modesty and Vanity.....	do	Sciarra Palace, Rome.
do	Medusa's Head.....	do	Uffizzi Palace, Florence.
1446-1524	Virgin and John Baptist adoring the Saviour.....	Perugino(Master of Raffaele)	Pitti Palace, Florence.
1449-1498	Holy Family.....	D. Ghirlandajo (Mast. of do.)	Uffizzi Palace, Florence.
1450-1533	Virgin and Child.....	Francesco Francia	
do	Holy Family.....	do	Bologna.
1469-1517	St. Catherine of Alexandria.	Fra. Bartolomeo.....	Academy at Siena.
do	Portrait of Savonarola.....	do	Academy Fine Arts, Florence
do	Mary going to the Sepulchre	do	Academy at Siena.
1477-1576	Portrait of Himself.....	Titian	Uffizzi Palace, Florence.
do	La' Bella.	do	do
do	Our Saviour [in profile]....	do	Pitti Palace, Florence.
1480-1521	The Supper at Emmaus....	Palma (the Elder).....	do
1483-1520	Madonna del Cardellino	Raffaele	Tribune of the Uffizzi Palace, Florence.
do	The Transfiguration.....	do	Vatican, Rome.
do	Madonna della Seggiola	do	Pitti Palace, Florence.
do	Holy Family.....	do	Naples.
do	St. Cecilia.....	do	Academy at Bologna.
do	Vision of Ezekiel.....	do	Pitti Palace, Florence.
do	St. John in the Desert.....	do	Tribune of the Uffizzi, Florence.
do	La Fornarina.....	do	do
do	Madonna and Child (on porcelain)	do	Pinacothek at Munich.
do	Holy Family (small).....	do	
do	Portrait of Himself.....	do	
1485-1520	The Salutation.....	Albertinelli.....	Uffizzi Palace, Florence.
1488-1530	Holy Family.....	Andrea del Sarto.....	Pitti Palace, Florence.
1493-1534	Madonna adoring the Child...	Correggio	Tribune of the Uffizzi Palace, Florence.

II. LIST of the Principal Paintings in the Educational Museum.

I. ITALIAN SCHOOLS—(*Continued.*)

DATE.	SUBJECT.	MASTER COPIED.	FROM WHAT GALLERY.
1493-1534	Magdalen.....	Correggio.	
1500-1550	Head of St. John presented to Herodias.....	Luini.....	Uffizzi Palace, Florence.
1507	Portrait of Cæsar Borgia...		
1509-1566	Deseent from the Cross.....	Daniele da Volterra.....	Church of Trinita di Monti, Rome.
1510-1550	Holy Family.....	Guilio Romano.	
1510-1592	The Bassano Family.....	Bassano	Uffizzi Palace, Florence.
1528-1588	Feast of Belshazzar.....	Paul Veronese.	
do	Christ and the Centurion....	do	
1535-1607	Abraham's Sacrifice	Alessandro Allori.....	Uffizzi Palace, Florence.
1560-1609	Venus and Cupids.....	Annibale Caraeci.....	Royal Gallery, Munich.
1555-1619	Conversion of St. Paul.....	Ludovico Caracci.....	Bologna.
do	Dead Christ, with Virgin, &c	do	
1563-1609	Holy Family (Specimen of Chiaro-scuro)	F. Vanni.	
1569-1609	Peasant Eating Beans.....	Caravaggio	Rome.
1575-1642	Mater Dolorosa.....	Guido Reni.	Academy at Bologna.
do	Archangel Michael.....	do	Church of the Capuchins, Rome.
do	Lueretia	do	Corsini Palace, Florence.
do	Beatrice Cenci.....	do	Barberini Palace, Rome.
do	Massacre of the Innocents..	do	Academy at Bologna.
do	Aurora (in fresco).....	do	Raspigliosi Palace, Rome.
do	Hope	do	Rome.
do	Mother and Child asleep....	do	
do	Virgin and Infant Jesus ...	do copied by Maria Canutti.	
1575-1625	La Musique.....	Martinelli	Corsini Palace, Florence.
1577-1621	Saviour Asleep on the Cross.	Christofano Allori	Florence.
do	Judith with the Head of Holofernes	do	Pitti Palace, Florence.
1578-1666	The Baptism of Christ.....	F. Albani.....	Bologna.
1590-1666	Sybilla Samia	Guercino	Royal Gallery, Florence.

II. LIST of the Principal Paintings in the Educational Museum.

1. ITALIAN SCHOOLS—(Continued.)

DATE.	SUBJECT.	MASTER COPIED.	FROM WHAT GALLERY.
1581-1641	Last Communion of St. Jerome	Domenichino	Vatican, Rome,
do	Sybilla Cumæa.....	do	Borghese Gallery, Rome.
1600	St. George and the Dragon..	Castelfranco.	
do	Peter's Denial.....	Gherardo.	
1596-1669	The Circumcision.....	Pietro da Cortona	
1605-1685	Mother of Sorrows.....	Sassoferrato	Uffizzi Palace, Florence.
do	Mater Amabilis	do	
do	Virgin and Child (after Raffaele)	do	
1615-1673	Academy and Philosophers..	Salvator Rosa	Pitti Palace, Florence.
do	Landscape (the Bridge, &c.)...	do	do
do	Conspiracy of Catiline	do	do
1616-1686	Infant Baptist (asleep)	Carlo Dolci.	
do	Remorse of Peter	do	Pitti Palace, Florence.
do	Virgin and Infant Jesus.....	do	do
do	The Agony in the Garden..	do	do
do	The Magdalen.....	do	Uffizzi Palace, Florence.
do	La Poesie	do	Corsini Palace, Florence.
do	Angel of the Annunciation..	do	Ferroni Palace, Florence.
1697-1768	Grand Canal, Venice.....	Canaletti.....	Pitti Palace, Florence.
do	Palace of the Doge (Venice)	do	do
	Portraits of Artists.....	Various.....	Uffizzi Palace, Florence.
1707-1762	Weeping Girl.....	Rotari.	
	do		
	Apollo and the Muses.....		
	Ecce Homo.....		
	<i>The following by living Artists. (Original.)</i>		
	Carnival at Rome.....	H. Caffi	Rome.
	Roman Forum.....	do ..	do

II. LIST of the Principal Paintings in the Educational Museum.

1. ITALIAN SCHOOLS—(*Continued.*)

DATE.	SUBJECT.	MASTER.	GALLERY.
	Beatrice Cenci the night before her Execution.....	A. Ratti	Rome.
	Dante and Beatrice	do	do
	Portrait of Count Ugolino..	.....	Florence.
	Blind Mountaineer.....		

2. FLEMISH SCHOOL.

1370-1441	Dead Christ with Virgin....	Jean Van Eyck.	
1450-1529	Head of Our Lord.....	Quentin Messys	Private Collection, Brabant.
do	Descent from the Cross (in Panel.).....	do	
do	Descent from the Cross (three figures.).....	do	
1480	Dead Christ and his Mother.	John Messys.	
1490	Resurrection of our Lord...	Claessens.	
1510-1546	Landscape, (figures, mountains and water,)	Grimmer.	
1520-1604	Adoration of the Shepherds.	Martin de Vos.	
do	The Last Supper.....	do	
1520-1570	Raising of Lazarus.....	Franz Floris.	
1546-1616	Judgment of Solomon.....	Franck.	
do	Marriage of Cana.....	do	
do	Birth of Christ.....	do	
1557-1641	Cattle	Van Oort.	
1560-1642	Elijah under Juniper Tree...	} Style of Van Balen and Breughel de Velours.	
do	Elijah Fed by Ravens.....		
1565-1642	Adoration of the Magi.....	John Breughel.	
do	Interior (Boors drinking)...	do	
1570-1622	Last Supper.....	Francis Pourbus.....	Louvre.
1577-1642	The Straw Hat (copied by Farasyn)	Rubens.	
do	Portrait of Himself	do	

II. List of the Principal Paintings in the Educational Museum.

2. FLEMISH SCHOOL—(Continued.)

DATE.	SUBJECT.	MASTER.	GALLERY.
1577-1642	Holy Family.....	Rubens	
do	Presentation in the Temple.	do	
do	Christ in the House of Simon the Pharisee.....	do. copied by J. Van Herpt.	
do	Descent from the Cross.....	Rubens	Antwerp Cathedral.
do	Incredulity of Thomas.....	do	
do	Our Saviour (youthful).....	do	Pitti Palace, Florence.
1579	Boar Hunt	Snyders.	
1589-1657	Battle Piece.....	C. Seghers.	
1597	Portrait of Gallileo.....	Sustermans.	
1599-1641	Cimon and Pera (copied by Besschy)	Vandyck.	
do	Esther and Ahasuerus (copied by Peter Thys)	do	
do	Our Lord Crucified.....	do	
do	Portrait of Himself.....	do	
1610-1690	Interior (Dutch Boors danc'g)	Teniers the younger.	
do	Jesus at the House of Mary and Martha.....	do	
1615-1677	Adoration of the Wise Men.	D. Ryckaert.	
1621-1673	Landscape, figures & animals	Gaspard de Wit.	
1644-1719	Landscape, (Rabbits, &c.)...	Weenix.	
1660	Repenting Magdalen	Boyerman, pupil of Rubens.	
1755-1826	Landscape, (Woman & Cow)	Ommeganck.	
do	do (Peasants and Sheep)	do	
do	do (Sheep and Lambs)..	do	
do	do do ..	do	
	do (Cattle)		
	do (figures and animals)	S. Linnig.	
	do (companion).....		
	Savoyard and two dogs	Noterman.	

II. LIST of the Principal Paintings in the Educational Museum.

3. DUTCH SCHOOL.

DATE.	SUBJECT.	MASTER.
1490-1560	The last Judgment.....	Bernard Van Orley.
1498-1573	Christ and Saints	Hemskirch.
1510-1570	Street View	P. Breughel.
1510-1570	Interior (Festival of 3 Kings).....	do
do	Flemish Fête	do
do	Village Dance.....	do
1510-1583	Family Concert.....	Peter Pourbus.
1556-1634	Rape of the Sabines.....	Otto Venius (Master of Rembrandt.
1596	St. John Preaching in the Wilderness	Leonard Bramer.
1606-1665	Portrait of a Gentleman.....	Rembrandt.
1606-1665	Portrait of his Mother.....	do
1606-1672	Landscape (with animals and figures)	A. Cuyp.
1606-1672	Cavaliers and Horses.....	do
1606-1672	Cattle Drinking	Antonissen, after Cuyp.
1606-1672	Landscape (with figures and horses).....	do do
1609-1668	Joseph Sold by his Brethren.....	Philip de Coninck.
1610-1685	Tuning Guitar.....	Ostade.
1611-1681	Portrait of Admiral Van Tromp.....	Ferdinand Bol.
do	Appointment of Elders in Wilderness.....	do.
1613-1674	Evening School	Gerard.
1616-1697	Landscape.....	De Jonghe.
do	Landscape.....	do
1617-1654	Winter Scene.....	J. Ostade.
1623-1708	Landscape (with figures and animals).....	Mommers.
1625-1654	Cattle.....	Antonissen.
1632-1693	Child and Dog	Nicolas Maes.
1636-1689	Interior (Dutch Boors)	Jan Steen.
1636-1695	Interior of Stable (Horses and Cavaliers).....	J. Le Duc.
1639-1792	Landscape (driving cattle).....	Vande Velde.
1640	Fruit Market.....	Steenwick.

II. LIST of the Principal Paintings in the Educational Museum.

3. DUTCH SCHOOL—(Continued.)

DATE.	SUBJECT.	MASTERS.
1650-1702	Historical Painting (subject from old Testament) ..	Brakenburg.
1673-1700	Portrait of William III.....	Debaan.
1687-1772	Portrait (Man with Wig).....	Quickhard.
1737-1794 } 1740-1818 }	Winter Scene (Windmill). After Paul Potter....	Schmidt.
1756-1815	Calm at Sea.....	Van Stry.
1756-1815	Marine View (Rustic Bridge).....	do
1756-1815	Marine View.....	do
1776-1839	Cattle.....	Van Os.

4. MISCELLANEOUS DUTCH AND FLEMISH PAINTINGS.

Interior of Mechlin Cathedral.....	Van Tchel.
A storm at Sea.....	Verboeckhoven.
Studio of P. Douw.....	Leys.
Fruit Market at Night (Contrast of lights).....	Thaus.
Sculptor's Studio.....	Vandenkorch.
Music Party	Verhoeve.
Holy Women at the Sepulchre.....	J. De Ryn (?)
St. Paul (small original).....	Verellier.
Holy Trinity.....	Ruttenhammer.
Monkey and Grapes.....	Sneyers.
Interior (Mother and Children).....	Krunz.
Interior (Salon—3 figures).....	C. De Vylder.
Dead Game (Rabbit, &c.).....	Clevenburg.
Fruit and Oysters	Deheem.
Huntsman and Horses.....	Moerenhout.
Portrait.....	Miervelt.
Landscape.....	F. Debaan.
Game.....	Oberman.
Horses and Cattle Fair (original)	Simon Van Dow.

II. LIST of the Principal Paintings in the Educational Museum.

4. MISCELLANEOUS DUTCH AND FLEMISH PAINTINGS—(*Continued.*)

DATE.	SUBJECT.	MASTER.
	Sportsmen reposing (exterior)	Dierucker.
	Interior (Children and Trumpet.)	
	Ostade's Studio.....	Vandenbosh.
	View of Dort (Winter).....	Rosenboom.
	Exterior (Dancing, &c.)	Wuillot.
	Marine View (with boats.)	
	Landscape (Winter.)	
	Marine View (Fishing Boat sailing.)	
	Marine View (Boats at the Beach.)	
	Dead Game.	
	Game.	
	Landscape.	
	Fruit Market.	
	The Burgomaster's Six visits to Rembrandt.	
	Peasant Boy.	
	Old Fisherman.	
	Our Saviour Crucified.	

5. GERMAN SCHOOL.

	Scourging of Christ (Antique.)	
	Ecce Homo (Antique)—King of Holland's collection	
1471-1528	Portrait of Himself.....	Albert Durer.
1617-1680	Portrait of Cromwell	Sir Peter Lely.
1732-1767	Young Woman drinking Coffee.....	After Wagner.
1737-1807	Drover Resting (Prussian).....	Hackert.
1789	Cimabue meeting with Giotto	Clement de Zimmerman. Royal Gal-
	Peasant Girl.....	lery, Munich. Eugene de Block.

II. List of the Principal Paintings in the Educational Museum.

6. FRENCH SCHOOL.

DATE.	SUBJECT.	MASTER.
1714-1789	Calm Sea.....	Vernet.
do	River Scene	do
	Sportsman.....	David Col.
	Fishing with the line.....	do
	Landscape Village.....	Lafargue.
	Fish-dealer	Nicollie.
	The Officer's Return (<i>temp.</i> Napoleon I.)	Lecœur.
	Interior ("The Picture.").....	do
1726-1805	Child and Dog	Greuze.
	Two Children and Horse.	
	Flowers and Fruit.	
	do	
	Winter (small.).....	Unknown.
	Three small Portraits	Delacroix.

7. SPANISH SCHOOL.

1613-1685	Adoration of the Shepherds	Murillo. (School of Seville.)
do	Fruit Girl and Boy.....	do
do	Beggar Boys.....	do
do	Virgin and Infant Jesus.....	do
do	Girl and Boy	do

Twenty-five or thirty not yet classified.

III. Engravings in the Educational Museum.

1. ON STEEL AND COPPER.

A set of 43 large Plates of sacred and allegorical subjects, after Rubens and Vandyck, and another set of 11 after Vandyck, by the following eminent engravers :

Cornelius Galle A.D. 1570.	C. Visscher A.D. 1610-1670.
Lucas Vorstermans 1580.	Peter de Bailliu 1614-1645.
S. A. Bolswert 1586.	Nicolas Lawers 1620.
Paulus Pontius 1596.	Nicolas Ryckemans 1620.
H. Witdoue 1600.	Marinus 1630.
Peter Clouet 1606-1668.	A. Lommelin 1636.
A. Van Diepenbeke 1607.	F. Van Wyngaerde 1640.
Peter de Jode 1606-1659.	L. Van Orley 1652-1732.
Jacob Neeffs 1610-1645.	

A set of 85 Sketches drawn and engraved by Rembrandt, (original.) A.D. 1606-1665.

A set of 67 Sketches, &c., drawn and engraved by Callot, (original.) A.D. 1593-1635.

A set of 58 Views drawn and engraved in *aqua fortis*, by Hermann Van Swanevelt, (original.) A.D. 1620-1654.

A set of 52 Plates comprising the entire works of Adrian Van Ostade, engraved by himself, (Original.) A.D. 1610-1685.

A set of 27 large Engravings from the Luxembourg, Gallery of Marie de Medicis, after Rubens, by the following engravers, and published at Paris in 1710:

Loir A.D. 1630-1713.	Vermeulen A.D. 1644.
Picart 1631-1721.	Audran 1661-1721.
G. Edelinck 1627-1707.	G. Duchange 1662-1747.
L. de Chastillon 1639-1734.	Trouvain 1666-1707.

A set of 24 large Plates after Nicolas Poussin, of which 15 represent various incidents in the life of Our Lord, and the remaining 9 are pictures of the Last Judgment. Engraved by Claudia Stella, A.D. 1636-1697.

A set of 12 Engravings by J. Visscher, (1636-), after Views by Berghem, (1624-1683.)

A set of 45 Engravings by Moyreau, (1712-), after Wouvermans, (1620-1668.)

A set of 13 Engravings by J. P. Lebas, (1708-1782), after Teniers, (1610-1694.)

A set of 12 Engravings by Tardieu, (1720-1772), after Rubens, representing scenes in Roman History.

A volume of Views drawn and engraved by F. C. Weyrotter, (1730-1773.)

A set of 8 Engravings after Raffaele, representing the Creation and Life of Moses, by De Meulemeester.

Two volumes of Plates of animals and views, drawn and engraved by Huel, (1735-1813.)

Set of 28 Engravings after paintings by the following eminent Artists of the French School:

Bertin A.D. 1667-1736.	Regnault A.D. 1754-1831.
David 1750-1825.	Garnier 1759-1831.

III. Engravings in the Educational Museum.

1. ON STEEL AND COPPER—(Continued.)

Drouais.....	A.D. 1763-1788.	Conder.....	
Girodet.....	1766-1824.	Richard.....	
Mme. Benoit.....	1770.....	Daguerre.....	
Menjaud.....	1772-1831.	Ducis.....	
Guérin.....	1774-1797.	Bidault.....	
Cte. de Forbin.....	1779-1841.	Mme Husson n Chaudet.....	
Mme. Haudebourt Lescot.....	1785-1844.	J. Laurent.....	
Michallon.....	1796-1822.	Lancrenon.....	
Mlle. Mayer.....	1800-1821.	Cognier.....	

(2.) Miscellaneous Engravings after Paintings by the following Italian Masters, engraved by various Artists of the last and present centuries, among whom are Rosaspina (1760-), Morghen (1758-1833), Longhi (1766-1831), Anderloni 1784-), Richomme, and many of the most celebrated living engravers :—

Descent from the Cross.....	Perugino.....	A.D. 1446-1524.	
Madonna della Seggiola.....	Raffaelle.....	1483-1520.	
Madonna del Cardellino.....	do.....	do	
Madonna and Child.....	do.....	do	
St. John Baptist.....	do.....	do	
Vision of Ezekiel.....	do.....	do	
Fornarina.....	do.....	do	
Galatea.....	do.....	do	
Madonna dell' Impannata.....	do.....	do	
Transfiguration.....	do.....	do	
La Bella.....	Titian.....	1477-1576.	
La Flora.....	do.....	do	
Descent from the Cross.....	Fra Bartolommeo.....	1469-1517.	
The Fates.....	Michael Angelo.....	1474-1563.	
St. John in the Desert.....	G. Brigiardini.....	1481-1556.	
Madonna adoring the Child.....	Correggio.....	1493-1534.	
The Magdalen.....	do.....	do	
Descent from the Cross.....	Danièle da Volterra.....	1509-1566.	
Interment of Our Lord.....	P. Fontana.....	1512-1597.	
The Calling of St. Matthew.....	Lod. Carracci.....	1555-1619.	
Holy Family.....	J. Francucci da Imola ..	<i>flourished</i> 1540.	
Transfiguration.....	Lod. Caracci.....	1555-1619.	
The Prophecy of St. J. Baptist.....	do.....	do	
Scourging of Our Lord.....	do.....	do	
Conversion of St. Paul.....	do.....	do	
Virgin and Child with Sts. Francis and Jerome.	do.....	do	
Birth of St. John Baptist.....	do.....	do	
Descent from the Cross.....	L. Massari.....	1569-1633.	
Do.....	N. da Cremona,.....	<i>flourished</i> 1518.	
Aurora.....	G. Reni.....	1575-1642.	
Cleopatra.....	do.....	do	
Lucretia.....	do.....	do	
Interment of Our Lord.....	A. Tiarini.....	1577-1668.	
St. Catherine of Siena.....	do.....	do	
Sybilla Cumæa.....	Domenichino.....	1581-1641.	
St. Peter, Martyr.....	do.....	do	

III. Engravings in the Educational Museum.

I. ON STEEL AND COPPER—(*Continued.*)

St Francis	F. Gessi	1588-1649.
Virgin with Sts. Magdalen and Catherine	F. Albani.....	1578-1666.
Baptism of Our Lord.....	do	do
St. Peter Martyr.....	Guercino.....	1590-1666.
Virgin.....	Sassoferrati	1605-1685.
Mater Amabilis.....	do	do
G. A. Sirani.....	The Conception	1610-1670.
Communion of St. Jerome.....	Domenichino	1581-1641.
Sybilla Samia	Guercino.....	1590-1666.
Magdalen	C. Dolci	1616-1686.
Last Communion of St. Jerome		
St. George	Francesco Penni (il Fattore).....	1488-1528.
St. Michael.....	do	

(3.) Other Engravings:

The Conception	Murillo	(Spanish.)
Dante and Beatrice	Scheffer.....	(German.)
Luther and Melancthon,&c., translating the Bible. P. A. Labouchère.....		(French.)
The Catspaw	E. Landseer	(English.)
Horse Shoeing	do	do.

2. LITHOGRAPHS.

Series of fine Lithographs after the paintings enumerated below, from the Dresden, Munich, and several other public and private Galleries:

(1.) *After Italian Masters.*

Portrait Duke di Sforza	L. da Vinci	A.D. 1445-1519.
The Virgin and Child.....	F. Francia.....	1450-1533.
do	do	do
Venus and Bacchanal	Titian	1477-1576.
Tribute Money... ..	do	do
Holy Family	do	do
Adoration—Holy Family	do	do
Venus and Mirror.....	do	do
Vanity	Giorgione	1477-1511.
Jacob and Rachel	do	do
Virgin and Child	Garofollo	1481-1559.
Madonna di Tempi	Raffaelle	1483-1520.
Holy Family	do	do
His Portrait.....	do	do
Madonna di Sisto.....	do	do
La Belle Jardinière, (Madonna).....	do	do
Madonna and Holy Family	Guilio Romano	1492-1546.
St. Sebastian	Correggio.....	1494-1534.
The Holy Night, (Holy Family).....	do	do
St. Francis.....	do	do
The Gamblers	Caravaggio	1495-1543.
Virgin and Child.....	Bordone	1500-1570.

III. Engravings in the Educational Museum.

2. LITHOGRAPHS—(Continued.)

Interment of Our Saviour	Salviati.....	1510-1563.
Virgin and Child.....	Caracci.....	1569-1609.
Infant Christ and St. John	Lo Scarsellino	1551-1621.
Cleopatra	Paul Veronese.....	1532-1588.
The Adoration.....	do	do
Marriage at Cana	do	do
Presentation in the Temple.....	do	do
Susannah at the Bath.	do	do
Finding of Moses.....	do	do
Our Lord at Emmaus.....	do	do
Concina Family.....	do	do
Hagar and Ishmael.....	Barroccio	A.D. 1528-1612.
Our Saviour	Bellino,.....	<i>flourished</i> 1500.
His Daughter.....	Palma the Elder.....	1540-1588.
Jesus, Mary, Catherine, &c.....	do	do
David with Goliah's Head.....	Orbetto.....	1580-1650.
Esther and Ahasuerus	Strozzi	1581-1644.
Rebecca at the Well	do	do
Tancred in the Bewitched Forest	Tiarini.....	1577-1688.
Youthful Christ.....	C. Dolci	1616-1686.
St. Agnes	do	do
Innocence	do	do
Madonna and Child (vierge au lis).....	do	do
Herodias with Head of John Baptist.....	do ..	do
"This is my Body."	do	do
Madonna and Child, &c.....	Maratti.....	1625-1713.
Youthful Christ Sleeping	A. Pozzi.....	1642-1709.
Canal of Venice	Canaletti.....	1697-1768.
Queen Tomyris	Guercino	1590-1666.
Magdalen	Battoni	1708-1787.
Girl Weeping	Rotari.....	1708-1762.
Twelve plates of Carytides; designed by Frulli, Cenestrelli and Bonola.		

(2.) German, Dutch, and Flemish.

St. Luke Painting the Virgin	Meister Wilhelm,.....	<i>flourished</i> 1380.
Christ on Mount Olivet	do	do.
Annunciation.....	do	do.
do	Van Eyck.....	1370-1441.
St. Luke Painting the Virgin.....	do	do
Annunciation	Vander Goes	1405-1480.
Portrait of a Lady	Lucas Cranach.....	1472.....
Descent from the Cross	Albert Durer.....	1471-1528.
His Portrait.....	do	do
Christ on Mount of Olives.....	Burgomaier	1472-1559.
Annunciation	Meckenenn.....	1424.....
Holy Family	Mabuse.....	1492-1532.
Our Lord Crucified	do	do
Rest in Egypt.....	Schorel.....	1495-1562.
St. John Baptist	Hemling.....	1440-1499.
Our Saviour.....	do	do

III. Engravings in the Educational Museum.

2. LITHOGRAPHS--(*Continued.*)

St. Christopher	do	1440-1499.
The Shrine of St. Ursula: a series, 12 large plates.	do	do
Madonna, &c.	Holbein.....	1498-1554.
Massacre of the Innocents.....	Rubens	1577-1640.
Capture of Samson.....	do	do
Reconciliation of the Sabines.....	do	do
The Garland of Fruit.....	do	do
Defeat of Sennacherib.....	do	do
Conversion of Saul.....	do	do
Lion Hunt	do	do
Last Judgment	do	do
Portraits of his Sons.....	do	do
Garden of Love.....	do	do
Boar Hunting.....	Snyders.....	1579-1657.
do	do	do
St. Catherine	B. Bruyn.....	1570.....
War Scene, <i>temp.</i> Cromwell	Camphausen.....	1586-1626.
Holy Family	Vandyek.....	1599-1641.
Our Lord and the Paralytic.....	do	do
A Portrait	do	do
Children of Charles I.....	do	do
King Charles I.....	do	do
Engelbrecht (a portrait)	do	do
Shepherd Life in Holland	J. Vandewelde.....	1598-1645.
Winter Scene.....	do	do.
Cimon and Pera	Honthorst.....	1592-1660.
St. Peter's Deliverance.....	do	do
The Dentist	do	do
Morning	Wynants.....	1600-1677.
Evening	do	do
Spanish Students Singing	Rombouts.....	1597-1637.
Evening	Kuyp	1606-1672.
Dutch Barber's Shop.....	A. Brouwer	1608-1640.
Dutch Peasants Fighting.....	do	do
The Billet-doux.....	Ferburg	1608-1681.
Evening	J. Both	1610-1650.
Dutch Inn.....	Teniers	1610-1694.
do	do	do
Peasant Wedding.....	do	do
The Alchemist.....	do	do
Jacob's Dream.....	F. Bol	1611-1681.
Joseph presenting his father to Pharaoh	do	do
Dutch Inn	Ostade	1610-1685.
His Studio	do	do
Dutch Nobleman.....	Rembrandt.....	1606-1665.
Esther's Feast.....	do	do
Day of the Kings	do	do
His Daughter.....	Ryckaert.....	1615-1677.
Shipwreck	Peters.....	1614-1671.
The Hermit	Gerard Dow	1613-1674.

III. Engravings in the Educational Museum.

2. LITHOGRAPHS—(*Continued.*)

Quacksalver.....	do	1613-1674.
Market Beggar	do	do
Writing Master.....	do	do
The Dentist	do	do
His Portrait.....	do	do
Game Dealer.....	Metzu	1615-1669.
Poultry Dealer	do	do
Woman Making Lace	do	do
Man Selling Poultry	do	do
The Wolf and the Fox	Pauditz.....	1620-1665.
Knife Grinder	Weenix.....	1621-1660.
Storm at Sea	Everdingen	1621.
Bear Hunt	Fyt	1625-1671.
Dutch Shepherds.....	Potter.....	1625-1654.
Group of Cattle	do	do
Herd Resting.....	H. Roos	1631-1685.
Hunt	Ruysdael	1636-1681.
The Sick Woman	Netscher.....	1636-1684.
Lady and Parrot	do	do
The Cocks	Hondekotter.....	1636-1695.
Cock and Turkey Fighting.....	do	do
Woman Fainting.....	Mieris.....	1635-1681
Tinker.....	do	do
His Studio.....	do	do
Another view of Same.....	do	do
Girl Reading	P. de Hooghe,.....	<i>flourished</i> 1650.
Youthful Amusements	Vander Werff	1659-1722.
Dismissal of Hagar.....	do	do
Cupid Sharpening his Arrows.....	Ralph Mengs.....	1728-1779.
A Mother of Aloito	Riedel	1732-1816.
Young Neapolitan of Aloito.....	do	do
Judith.....	do	do
Roman Girl.....	do	do
Roman Girl at Albano.....	do	do
Dutch School.....	Schmidt	1740-1818.
Christ and Samaritan	Kauffman	1742-1817.
Christ in the Storm.....	Overbeck	1789.....
The Brothers.....	Vogel	1683-1737.
The Fall of the Liris	Friess.....	1801-1833.
Cattle Market in High Bavaria.....	Adam	
The Pillage	do	
Young Foxes	do	
English Horses, thorough bred.....	do	
Rustic Stable.....	do	
Laban and his Servants.....	Berghem.....	
Grandfather's Return	Brockelsen	
King Lewis	Bodmer	
A Shower.....	Burkel	
Thunderstorm	Backer	
New Church in Amsterdam.....	Bosboom.....	

 III. Engravings in the Educational Museum.

 2. LITHOGRAPHS—(*Continued.*)

St. Catherine	Cocia.....
Sunset (colored)	Durk.....
Invalid Soldier and Grandson.....	Enhuber
Concilium Medicum	Geyer
Flight to Egypt.....	H. Hess.....
Greek Caravan	Hess
The Guest of the Convent.....	Hess
Lace Maker.....	Luckx
Married Couple.....	Hasenelevir
Cautious Baker	Kreul
Flight to Egypt.....	Marks
Sick Sailor	Simonsen
Brazier and his Wife	Schleisner
Portrait of Goethe.....	Stieler
Night Market Scene (colored).....	Schendel.....
Finding of Moses	Sehrandolph.....
Italian Caravan	Weller
The Sister's Intercession	Vander Laar
The Emperor Napoleon III	Winterhalter
The Empress Eugenie	do

(3.) *Spanish.*

Two Boys Eating Melons.....	Murillo	A.D. 1618-1685.
Two Boys Eating Grapes.....	do	do
Two Girls Counting Money.....	do	do
Boys Playing Dice	do	do
Boys Playing Cards	do	do

(4.) *French.*

Interment of Our Lord	Poussin.....	1594-1665.
Flight to Egypt.....	Claude Lorraine	1600-1682.
Neapolitan and Child	Robert	1794-1835.
Trial of the Brigands.....	Jacquand	

(5.) *English.*

The Last Will	Wilkie	1785-1841
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IV. Books in Educational Museum illustrating the History of Art and the Principal Galleries of Painting and Sculpture.

1. IN FRENCH AND ITALIAN.

- Galerie du Palais Pitti, gravée sur cuivre et illustrée par une Société de Gens de Lettres. Par Louis Bardi. Florence, 1842. Four vols.
- Imperiale et Royale Galerie de Florence, dessinée par le Professeur Gozzini, et gravée par le Chevalier P. Lasinio. Florence. Five vols. in three.
- Galleria dell' I. e Reale Accademia delle Belle Arti di Firenze, pubblicata con incisioni in rame ed illustrata. Florence, 1845.
- S. Marco convento in Firenze, illustrato del B. Vincenzo Marchese. Florence, 1853.
- Peintures à Fresque du Campo Santo de Pise, dessinées par Joseph Rossi, et gravées par le Professeur Chevalier J. P. Lassinio, fils. Florence, 1853.
- Tabernacle de Ste. Marie Nouvelle.
- Description of the Chief Pictures in the Dresden Gallery.
- Scènes de la Vie des Peintres, par Madon. Brussels, 1842.
- Histoire de L'Art Monumental dans L'Antiquité et au Moyen age suivie d'un traite de la Peinture sur verre. Par L. Batissier. Auteur des Eléments D'Archéologie Nationale. Paris, 1845.
- Musée de L'Amateur. Choix des Meilleurs Tableaux, Sculptures et Dessins des Artistes Belge Contemporains. Lithographiés par Paul Lauters, Professeur de Dessins à l'Ecole Royal Gravure, et Charles Billoin. Brussels, 1850.
- Galleries Publique de L'Europe. Armengaud.
- Paris.—Vues et Monuments, Dessinés et Lithographiés en couleur, par Jules Arnout. Paris.
- Nuova Raccolta delle Vedute, Obelischi, Fontane e Chiestri di Roma e Suoi Contorni. Da Domenico Amici Romano. Rome.

2. IN ENGLISH.

[NOTE.—The following works, although not purchased specially for the Museum, form a portion of the large variety of publications relating to Art which are about being transferred to the Provincial Library.]

- Handbook of Painting. The German, Flemish, Dutch, Spanish and French Schools. Partly translated from the German of Kuyler, by a Lady. Edited, with notes, by Sir Edmund Head, Bart. Two vols. Illustrated. London, 1854.
- The Early Flemish Painters: Notices of their Lives and Works. Illustrated. By J. A. Crowe and G. B. Cavalcaselle. London, 1857.
- Treasures of Art in Great Britain: being an account of the chief collections of paintings, drawings, sculptures, illuminated MSS., &c. By Dr. Waagen, Director of the Royal Gallery of Pictures. Berlin. In three vols. London, 1854.
- Works of the Early Masters in Stained Glass. By John Weale. Illustrations in colors. Two vols. London, 1846.
- Metal Work and its Artistic Design. Illustrations in colors. By Digby Wyatt. London, 1852.
- Antiquities of Athens. By C. R. Cockerell, A.R.A., F.S.A., and other architects; being a supplement to the work of Stuart. Illustrated. London, 1830.
- The Pictorial Gallery of Arts. I. Useful Arts. II. Fine Arts. Illustrated. Four vols. London, 1847.
- The Works of Eminent Masters in Painting, Sculpture, Architecture and Decorative Art. Illustrated London, 1854.
- The Encyclopædia of the Fine Arts: comprising Architecture, Sculpture, Painting, Heraldry, Numismatics, Poetry, Music, and Engineering. London, 1848.
- The Book of Art, Cartoons, Frescoes, Sculpture, and Decorative Art, as applied to the new Houses of Parliament and to buildings in general: with an Historical Notice of the Exhibitions in Westminster Hall, and directions for Painting in Fresco. Illustrated by Engravings on Wood. London, 1846.
- The Art Journal. With Supplement. 10 vols. London, 1849 to 1857.

IV. Books in Educational Museum illustrating the History of Art and the Principal Galleries of Painting and Sculpture.

2. IN ENGLISH—(*Continued.*)

- Gems of European Art. The Best Pictures of the Best Schools. Edited by S. C. Hall, Esq., F.S.A. Illustrated. London, 1846.
- Interiors and Exteriors in Venice. By Lake Price. Lithographed by J^{os}eph Nash, from the original drawings. London, 1843.
- Illustrations of the Rock Cut Temples of India. By James Fergusson, Esq. London, 1845.
- Annals of the Artists of Spain. By William Stirling, M.A. Three vols. London, 1848.
- A Biographical and Critical Dictionary of Painters, Engravers, Sculptors and Architects, from Ancient to Modern Times. By S. Spooner, M.D. New York, 1853.
- The Wilkie Gallery: a selection of the best Pictures of the late Sir David Wilkie, R.A.; including his Spanish and Oriental Sketches. With Notices, Biographical and Critical. London.
- Description of the Building erected in Hyde Park for the Great Exhibition of the Works of Industry of all Nations, 1851. Illustrated by twenty-eight large Plates, embracing Plans, Elevations, Sections, and Details, laid down to a large scale, from the working drawings of the Contractors, Messrs. Fox, Henderson & Co. London, 1852.
- The Journal of Design and Manufactures; with Two Hundred and Thirteen Fabric Patterns, in cloth and paper, and Six Hundred and Forty Engravings. In six volumes. London, 1852.

V. Other Objects of Interest.

1. ILLUSTRATIONS OF MEDIÆVAL HISTORY, &c., VIZ.:—

Complete Suit of Knight's Armour, with lay figure.

Do. Black do do.

Trophy of Ancient Arms, including mace, battle-axe, shield, &c.

Six Bronze Statuettes

A Critical Enquiry into Ancient Armour, as it existed in Europe, particularly in Great Britain, from the Norman Conquest to the reign of King Charles II. Illustrated by a series of Illuminated Engravings, with a Glossary of Military Terms of the middle ages. By Sir Samuel Rush Meyrick, Kt., LL.D., F.S.A., &c. &c. London, 1842.

Engraved Illustrations of Ancient Armour, from the collection at Goodrich Court, Herefordshire; from the drawings and with the descriptions of Dr. Meyrick. By Joseph Skelton, F.S.A., author of the "Antiquities of Oxfordshire." In 2 vols. 4to. London, 1853.

The Costume of the Ancients. By Thomas Hope. A new edition, much enlarged. In 2 vols. Three hundred and twenty-one Plates. London, 1841.

2. ILLUSTRATIONS OF SWISS COSTUME,—PICTURES EMBROIDERED IN SILK WITH GOLD AND SILVER LACE, &c. &c.

Wilhelm Tell.

Walter Fürst Von Uri

Werner Stauffacher Von Schwitz

Arnoldus De Melchtal Von Under Walden

} One Picture.

The remainder are Standard Bearers of the various Swiss Cantons and Towns, viz.:—

Bern.

X. Gerieht Bund.

Schweitz.

Schaffhausen.

Freiburg.

Uri.

Basle.

Unterwalden.

Chur.

Zug.

Lucerne

Glarus.

Zurich.

Mulhausen.

Appenzell.

Valais.

Soleure.

Geneva.

S. Gallen Statt

Grau-Bund.

Neuenburg.

S. Gallen. Abbt.

V. Other Objects of Interest.

3. MAPS AND PLANS IN RELIEF.

Sevastopol, with plan of military operations at the siege.	South America..... 1 : 10 by 2 : 5
Map of Europe..... 8 feet by 10 : 3	Europe..... 2 : 2 by 1 : 9
Physical and Hydrographical Chart	Spain and Portugal..... do
of France..... 4 : 0 by 5 : 0	France and Belgium..... 2 : 2 by 2 : 0
Plan of Paris and its Environs..... 7 : 0 by 9 : 0	Italy..... do
Various Maps in relief, as follows :	Germany and Holland..... do
Europe..... 1 : 10 by 2 : 5	The British Isles do
Asia..... do	North America..... do
Africa do	Russia do
North America..... do	Ottoman Empire do
	Switzerland 2 : 2 by 1 : 8

4. SPECIMENS OF NATURAL HISTORY.

- Case containing one hundred and sixty-four specimens of Insectes.
- | | | | | |
|----|----|-------------|----|---------------------|
| Do | do | nine | do | various Birds. |
| Do | do | ten | do | do do |
| Do | do | eighteen | do | Mammalia and Birds. |
| Do | do | forty-three | do | Palmipedes. |
| Do | do | thirty | do | Birds and Mammalia. |
- Mammalia and Birds out of Cases,—about one hundred and twenty Birds—group of Foxes, Canada Lynx, Moose Head, &c.
- Case containing thirty-eight Birds' Nests and about 300 various eggs.
- One case of Insect Architecture.
- Two cases of Insects.
- Cabinet containing 125 Rocks and Minerals of Nova Scotia.
- | | | | | |
|----|----|------------|----|----|
| Do | do | 76 Fossils | do | do |
|----|----|------------|----|----|
- Collection of upwards of a hundred Minerals and Fossils not yet classified.

5. AGRICULTURAL IMPLEMENTS, &c.

- 30 Models of Agricultural Implements, constructed for the Imperial Agricultural Society of Austria.
- 45 Models of do. do. constructed for the Hohenheim Institute of the Kingdom of Wurtemberg.
- 9 Models of do. do. from Denmark.
- 30 Models of Articles of Domestic Economy, from the Paris Exhibition.
- Set of French Measures, from a hectolitre to a centilitre.
- Set of French Weights, from a kilogramme to a gramme.

6. PHILOSOPHICAL MODELS AND SCHOOL APPARATUS.

Collection of Chemical and Philosophical Apparatus, upwards of 200 various articles, as follows :—

Schoolmasters', Lecturers', and Students' Chemical Laboratories; Johnston's Agricultural Laboratories; Statham's Cabinets; Terrestrial and Celestial Globes, from 2½ inches in diameter to 30 inches; Rotatory Map Stands; Geometrical Forms and Solids; Plaster Casts, and other Drawing Models; Cabinets of Minerals, Fossils, Conchology, &c.; Working and Sectional Models of Steam Engines; School Furniture, consisting of Desks, Chairs, &c.; Conductometers, Pyrometers, Reflectors; Gasometers; Hydrogen Apparatus; Celestial Spheres, Planetariums, Tellurians, and Roberts' Set of Instruments for Astronomy; Mechanical Powers, Gyroscopes, &c., for Mechanics; Hydrostatic Bellows, Archimedes Screw, Lifting, Forcing, and other Pumps, Diving Bells, Water Wheels, &c., for Hydrostatics and Hydraulics; Air Pumps, Condensing and Exhausting Syringes, Magdeburgh Hemispheres, Fountains, Barometers in vacuo, &c., for Pneumatics; Electrical Machines, Leyden Jars, Insulated Bells, Electrometers, Spiral Tubes, &c., for Elec-

V. Other Objects of Interest.

6. MODELS AND SCHOOL APPARATUS—(*Continued.*)

tricity; Electric Telegraphs; Smec, Daniel, and Groves' Galvanic Batteries; Electro-Magnets; Compound and Single Bar Magnets, &c., for Magnetism; Microscopes, Mirrors to decompose light, Lenses, Prisms, Models of the Human Eye, &c., &c., for Optics; Magic and Phantasmagoria Lanterns, with Oxy-hydrogen Calcium Lights; and Solar and Argand Lamps.

The Apparatus and Models are all arranged in Museum Room No. 4.

Appendix H.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT OF UPPER CANADA FOR THE YEAR 1857.

Circular to the Clerk of each County, City, Town and Village Municipality in Upper Canada.

SIR,—I have the honor to transmit herewith a certified copy of the apportionment for the current year of the Legislative School Grant to each City, Town, Village and Township in Upper Canada. This apportionment will be payable at this office to the agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and together with the Auditors' and other reports, have been transmitted to the Department.

I am happy to inform the Council of your Municipality, that I have been enabled, through the liberality of the Legislature, to add a considerable sum to the apportionment of this year; I have, moreover, appropriated a few hundred pounds from the Poor School Fund, and divided it among those new and thinly settled Counties where the ordinary legislative and municipal grants have not been sufficient to enable Trustees to sustain the Schools during the school year.

The statistics of school population, upon which the present year's apportionment is based, have been carefully corrected and revised in this Department. Many inequalities in the apportionment have thus been removed, and all parts of the Province share in the grant upon equal terms, and in accordance with the demands made upon each locality for school accommodation and instruction.

I have not deducted the apportionment to the Roman Catholic Separate Schools from each individual City, Town and Township, as was done in 1855, but I have reserved a special sum from which to make an apportionment direct to each School having a claim upon the fund. This is a most equitable and satisfactory mode of apportioning the grant, and it is one which, while it provides the legal apportionments to Separate Schools, does not so directly and materially lessen the resources of those Municipalities in which these Separate Schools happen to exist, as has been done in past years.

I trust the exertions and liberality of your Council will be increased in proportion to the augmentation of the School Grant to your Municipality, and the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I have the honor to be, Sir,
Your obedient servant,

E. RYERSON.

Education Office, Toronto, 8th June, 1857.

Apportionment to Townships for 1857.

1. COUNTY OF GLENGARRY.		6. COUNTY OF CARLETON.	
TOWNSHIPS.	APPORTIONMENT.	TOWNSHIPS.	APPORTIONMENT.
Charlottenburgh	\$607.20	Fitzroy	\$295.60
Kenyon	531.60	Gloucester.....	425.60
Lancaster	482.80	Goulbourn	363.20
Lochiel	634.80	Gower, North.....	226.40
		Huntley.....	283.20
	\$2256.40	March	58.80
		Marlborough.....	306.40
		Nepean	484.00
		Osgood	430.00
		Torbolton	68.00
			\$2991.20
2. COUNTY OF STORMONT.		7. COUNTY OF GRENVILLE.	
Cornwall	\$588.80	Augusta	\$677.20
Finch	156.80	Edwardsburgh	523.60
Osnabruck.....	588.00	Gower, South	99.60
Roxborough	297.20	Oxford.....	640.00
	\$1630.80	Wolford.....	391.60
			\$2332.00
3. COUNTY OF DUNDAS.		8. COUNTY OF LEEDS.	
Matilda	\$488.40	Bastard and }	\$522.40
Mountain	401.60	Burgess, South }	
Williamsburgh.....	546.00	Crosby, North.....	212.40
Winchester	383.20	Crosby, South.....	175.60
	\$1819.20	Elizabethtown	640.80
		Elmsley, South.....	119.60
		Kitley	475.20
		Leeds and Lansdown, front	444.00
		Leeds and Lansdown, rear	217.60
		Yonge and Escott, front	345.60
		Yonge and Escott, rear.....	232.00
			\$3385.20
4. COUNTY OF PRESCOTT.		9. COUNTY OF LANARK.	
Alfred	\$120.00	Bathurst	\$314.40
Caledonia	118.00	Beckwith.....	330.40
Hawkesbury, East.....	392.00	Burgess, North.....	144.00
Hawkesbury, West.....	301.20		
Longueuil	196.40		
Plantagenet, North.....	213.60		
Plantagenet, South.....	116.80		
	\$1458.00		
6. COUNTY OF RUSSELL.			
Cambridge	\$60.00		
Clarence	59.60		
Cumberland	218.80		
Russell.....	140.00		
	\$478.40		

Note.—The school moneys apportioned to the various counties, cities, towns and villages, as per the foregoing statement, have, in most cases, been already paid to the Toronto agent of the local treasurers. Wherever the apportionment has been withheld, it has been owing to the omission or neglect on the part of the local school authorities to comply with the school law and to transmit to the Educational Department the necessary reports or audited returns.

LANARK—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Dalhousie and Lavant.....	\$147.60
Darling	77.20
Drummond	227.20
Elmsley, North.....	190.00
Lanark..	256.40
Montague	391.60
Packenham	244.40
Ramsay	420.80
Sherbrooke, North.....	28.00
Sherbrooke, South.....	93.20
	<hr/>
	\$2865.20

10. COUNTY OF RENFREW.

Admaston	\$138.00
Alice	30.00
Bagot and Blythfield.....	98.40
Bromley.....	104.00
Brougham	72.00
Grattan	74.00
Horton.....	92.80
McNab.....	201.60
Pembroke and Stafford.....	107.20
Ross.	120.00
Westmeath	98.00
Wilberforce.....	84.40
	<hr/>
	\$1220.40

11. COUNTY OF FRONTENAC.

Bedford	\$114.00
Kingston	546.00
Loughborough	243.20
Pittsburgh and Howe Island.....	435.20
Portland and Hinchinbrooke.....	282.80
Storrington	230.80
Wolfe Island.....	316.80
	<hr/>
	\$2168.80

12. COUNTY OF ADDINGTON.

Amherst Island	\$131.60
Camden, East.....	770.40
Ernestown.....	529.60
Sheffield.....	290.00
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	\$1721.60

13. COUNTY OF LENNOX.

Adolphustown.....	\$68.00
Fredericksburgh	353.20
Richmond	355.20
	<hr/>
	\$776.40

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$327.20
Athol.....	207.20
Hallowell	322.00
Hillier.....	391.20
Marysburgh	460.40
Sophiasburgh	267.20
	<hr/>
	\$1975.20

15. COUNTY OF HASTINGS.

Hungerford.....	\$442.80
Huntingdon.....	238.00
Madoc, Elzevir and Tudor	313.60

HASTINGS—(Continued.)

TOWNSHIPS.	APPORTIONMENT.
Marmora	\$106.80
Rawdon	474.80
Sidney	475.60
ThurLOW	526.40
Tyendinaga.....	765.20
	<hr/>
	\$3343.20

16. COUNTY OF NORTHUMBERLAND.

Alnwick.....	\$101.60
Brighton	482.40
Cramahé	419.20
Haldimand	504.80
Hamilton.....	540.40
Monaghan, South.....	156.40
Perey.....	372.40
Murray	302.00
Seymour	389.60
	<hr/>
	\$3268.80

17. COUNTY OF DURHAM.

Cartwright	\$247.20
Cavan	482.00
Clarke	688.00
Darlington.....	795.20
Hope	563.60
Manvers	376.80
	<hr/>
	\$3152.80

18. COUNTY OF PETERBOROUGH.

Asphodel	\$248.00
Belmont and Methuen.....	45.60
Douro	288.00
Dummer and Burleigh	238.00
Ennismore	96.00
Monaghan, North.....	116.40
Otonabee	454.40
Smith and Harvey.....	286.40
	<hr/>
	\$1772.80

19. COUNTY OF VICTORIA.

Eldon	\$163.60
Emily	428.00
Fenelon	62.80
Mariposa.....	488.80
Ops	360.00
Verulam	70.40
	<hr/>
	\$1573.60

20. COUNTY OF ONTARIO.

Brock	\$463.20
Mara and Rama	154.40
Piekering	934.40
Reach	544.00
Scott	148.80
Seugog Island.....	40.40
Thorah	152.00
Uxbridge	275.20
Whitby	646.80
	<hr/>
	\$3359.20

21. COUNTY OF YORK.

Etobicoke	\$402.40
Georgina.....	127.00

YORK—(Continued.)		27. COUNTY OF LINCOLN.	
TOWNSHIPS.	APPORTIONMENT.	TOWNSHIPS.	APPORTIONMENT.
Gwillimbury, North	\$150.60	Caistor	\$183.20
Gwillimbury, East	463.20	Clinton	327.60
King	800.00	Gainsborough	334.40
Markham	994.80	Grantham	390.40
Scarborough	598.20	Grimsby	292.40
Vaughan	880.40	Louth	204.80
Whitchurch	577.80	Niagara	229.20
York	1047.00		
	\$6041.40		\$1962.00
22. COUNTY OF PEEL.		28. COUNTY OF WELLAND.	
Albion	516.00	Bertie	\$339.60
Caledon	448.00	Crowland	222.40
Chinguacousy	858.00	Humberstone	185.60
Gore of Toronto	146.60	Pelham	274.00
Toronto	742.40	Stamford	337.20
	\$2711.00	Thorold	308.80
		Wainfleet	173.20
		Willoughby	122.40
			\$1963.20
23. COUNTY OF SIMCOE.		29. COUNTY OF HALDIMAND.	
Adjala	\$272.00	Canborough	\$144.00
Essa	186.00	Cayuga, North	295.60
Flos	60.80	Cayuga, South	86.80
Gwillimbury, West	493.20	Dunn	102.00
Innisfil	228.80	Moulton and Sherbrooke	298.00
Medonté	182.80	Oneida	208.00
Mono	349.20	Rainham	236.00
Mulmur	114.80	Seneca	331.20
Nottawasaga	341.60	Walpole	476.40
Orillia and Matchedash	100.00		
Oro	294.40		\$2178.00
Sunnidale	36.00		
Tay and Tiny	105.20	30. COUNTY OF NORFOLK.	
Tecumseth	429.20	Charlottetown	\$378.80
Tossorontio	75.20	Houghton	242.80
Vespra	109.20	Middleton	201.60
	\$3378.40	Townsend	726.40
		Walsingham	401.60
		Windham	305.20
		Woodhouse	350.40
			\$2606.80
24. COUNTY OF HALTON.		31. COUNTY OF OXFORD.	
Esquesing	\$753.60	Blandford	\$163.20
Nassagaweya	216.40	Blenheim	537.60
Nelson	483.60	Dereham	496.00
Trafalgar	734.00	Nissouri, East	280.00
	\$2187.60	Norwich, North	400.20
		Norwich, South	333.00
		Oxford, North	138.80
25. COUNTY OF WENTWORTH.		Oxford, East	276.00
Ancaster	\$424.80	Oxford, West	241.20
Barton	120.00	Zorra, East	351.60
Beverly	678.80	Zorra, West	432.80
Binbrooke	184.00		
Flamborough, East	368.00		\$3650.40
Flamborough, West	399.20		
Glanford	202.40	32. COUNTY OF WATERLOO.	
Saltfleet	284.00	Dumfries, North	\$411.20
	\$2661.20	Waterloo	1028.00
		Wellesley	504.00
		Wilmot	770.80
26. COUNTY OF BRANT.		Woolwich	441.20
Brantford	\$686.00		
Burford	566.00		\$3155.20
Dumfries, South	420.40		
Oakland	73.60		
Onondaga	224.00		
	\$1970.00		

33. COUNTY OF WELLINGTON.		BRUCE—(Continued.)	
TOWNSHIPS.	APPORTIONMENT.	TOWNSHIPS.	APPORTIONMENT.
Amaranth	\$68.00	Bruce	142.50
Arthur	167.31	Carrick	75.00
Eramosa	336.00	Culross	75.00
Erin	442.00	Elderslie	6.60
Garafraxa	265.20	Greenock	89.40
Guelph	298.80	Huron	150.00
Maryborough	160.40	Kincardine	255.00
Minto	24.29	Kinloss	75.00
Nichol	333.20	Saugeen	92.40
Peel	337.20		
Pilkington	285.60		\$1236.90
Puslinch	481.20		
	\$3199.20		
34. COUNTY OF GREY.		38. COUNTY OF MIDDESEX.	
Artemesia	\$202.00	Adelaide	\$328.80
Bentinck	286.80	Carradoc	354.80
Collingwood	28.00	Delaware	128.00
Derby	22.40	Dorchester, North	314.80
Egremont	179.20	Ekfrid	241.20
Euphrasia	81.20	Lobo	358.80
Glenelg	99.20	London	934.80
Holland	161.60	Metcalfe	138.00
Melancthon and Proton	102.80	Mosa	277.60
Normanby	29.60	Nissouri, West	304.80
Osprey	62.00	Westminster	612.40
St. Vincent	216.40	Williams	249.60
Sullivan	54.00		\$4243.60
Sydenham	344.40		
	\$1869.60		
35. COUNTY OF PERTH.		39. COUNTY OF ELGIN.	
Blanchard	\$318.80	Aldborough	\$151.60
Downie	312.00	Bayham	492.40
Easthope, North	330.40	Dorchester, South	162.00
Easthope, South	208.00	Dunwich	272.00
Ellice	157.60	Malahide	461.20
Fullarton	241.20	Southwold	653.20
Hibbert	331.60	Yarmouth	624.80
Logan	402.40		\$2817.20
Mornington	223.60		
	\$2525.60		
36. COUNTY OF HURON.		40. COUNTY OF KENT.	
Ashfield	\$179.20	Camden and Zone	\$267.60
Biddulph	283.60	Chatham	207.60
Colborne	168.00	Dover, East and West	222.00
Elma and Wallace	60.00	Harwich	339.20
Goderich	370.80	Howard	404.40
Grey	38.40	Orford	179.60
Hay	112.00	Raleigh	360.00
Hullet	186.00	Romney	68.00
McGillivray	262.40	Tilbury, East	108.00
McKillop	307.20		\$2156.40
Morris	28.00		
Stanley	325.20		
Stephen	170.00		
Tuckersmith	255.60		
Usborne	201.60		
Wawanosh	170.00		
	\$3118.00		
37. COUNTY OF BRUCE.		41. COUNTY OF LAMBTON.	
Arran	\$120.00	Bosanquet	\$190.40
Brant	156.00	Brooke	94.00
		Dawn	81.60
		Enniskillen	18.40
		Euphemia	224.40
		Moore	234.80
		Plympton	267.20
		Sarnia	84.00
		Sombra	213.60
		Warwick	365.20
			\$1773.60
38. COUNTY OF MIDDESEX.		42. COUNTY OF ESSEX.	
Adelaide	\$328.80	Anderdon	\$136.00
Carradoc	354.80	Colchester	211.60
Delaware	128.00		
Dorchester, North	314.80		
Ekfrid	241.20		
Lobo	358.80		
London	934.80		
Metcalfe	138.00		
Mosa	277.60		
Nissouri, West	304.80		
Westminster	612.40		
Williams	249.60		

Essex—(Continued.)		VILLAGES—(Continued.)	
TOWNSHIPS.	APPORTIONMENT.	TOWNSHIPS.	APPORTIONMENT.
Gosfield.....	230.40	Smith's Falls	110.40
Maidstone	139.20	Stratford.....	171.60
Malden.....	263.60	Thorold	161.20
Mersea.....	166.40	Trenton	144.00
Rochester.....	166.40	Vienna	108.40
Sandwich.....	561.20	Windsor	129.60
Tilbury, West.....	82.80	Yorkville	140.00
	\$1957.60		\$2725.20
Apportionment to Cities, Towns and Villages, for 1857.		Apportionment to Counties for 1857.	
CITIES.		COUNTIES.	APPORTIONMENT.
Toronto.....	\$4400.00	1. Glengarry	\$2256.40
Hamilton.....	1920.00	2. Stormont	1630.80
Kingston	1520.00	3. Dundas.....	1819.20
London	1440.00	4. Prescott	1458.00
Ottawa.....	1120.00	5. Russell.....	478.40
	\$10,400.00	6. Carleton.....	2991.20
		7. Grenville	2332.00
TOWNS.		8. Leeds	3385.20
Belleville.....	\$574.40	9. Lanark.....	2865.20
Brantford.....	510.00	10. Renfrew... ..	1220.40
Brockville	440.00	11. Frontenac	2168.80
Chatham	348.00	12. Addington	1721.60
Cobourg.....	384.40	13. Lennox.....	776.40
Cornwall.....	190.40	14. Prince Edward.....	1975.20
Dundas	369.60	15. Hastings	3343.20
Galt.....	277.20	16. Northumberland	3268.80
Goderich	280.00	17. Durham	3152.80
Guelph	384.00	18. Peterborough	1772.80
Niagara.....	327.20	19. Victoria	1573.60
Owensound—in Township.		20. Ontario.....	3359.20
Paris	245.20	21. York	6041.40
Perth	200.00	22. Peel	2711.00
Peterborough	243.60	23. Simcoe	3378.40
Picton	189.20	24. Wentworth	2661.20
Port Hope	440.00	25. Halton	2187.60
Prescott.....	243.60	26. Brant	1970.00
Sarnia	100.00	27. Lincoln.....	1962.00
St. Catharines....	554.40	28. Welland	1963.20
Whitby	203.20	29. Haldimand	2178.00
	\$6504.40	30. Norfolk.....	2606.80
		31. Oxford	3650.40
TOWN MUNICIPALITIES.		32. Waterloo	3155.20
Amherstburgh	\$240.00	33. Wellington	3199.20
Barrie	160.00	34. Grey	1869.60
Clifton.....	40.00	35. Perth	2525.60
Simcoe	208.00	36. Huron.. ..	3118.00
Woodstock.....	288.00	37. Bruce	1236.90
	\$936.00	38. Middlesex	4243.60
		39. Elgin	2817.20
INCORPORATED VILLAGES.		40. Kent	2156.40
Berlin	\$147.20	41. Lambton	1773.60
Bowmanville	220.00	42. Essex	1957.60
Brampton	115.20		\$102,912.10
Caledonia	104.80	Total Counties.....	102,912.10
Chippewa	137.20	“ Cities.....	10,400.00
Ingersoll	200.00	“ Town.....	6,504.40
Kemptville	in Township.	“ Town Municipalities	936.00
Napanee	146.40	“ Villages.....	2,725.20
Newcastle....	125.20		
Oshawa	128.00	Total.....	123,477.70
Preston	134.00	Reserved as a basis on which to make an apportionment to Roman Catholic Se- parate Schools (estimated).....	6,522.30
St. Mary's.....	129.60		
St. Thomas.....	172.40	Grand Total.....	\$130,000.00

Appendix I.

THE DEPARTMENT OF EDUCATION FOR UPPER CANADA.

No. 1. Communications to the Department of Public Instruction for Upper Canada.

1. *Appeals to the Chief Superintendent of Schools.*—All parties concerned in the operations of the Grammar and Common School Acts have the right of appeal to the Chief Superintendent of Schools; and he is authorized to decide on such questions as are not otherwise provided for by law. But for the ends of justice—to prevent delay and save expense—it will be necessary for any party thus appealing to the Chief Superintendent of Schools: 1. To furnish the party against whom they may appeal, with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer they may judge expedient. 2. To state expressly, in the appeal to the Chief Superintendent, that the opposite party has been thus notified; as it must not be supposed that the Chief Superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such hearing. Application for advice in common school matters should, in all cases, be *first* made to the local Superintendent having jurisdiction in the locality.

2. *Communications with the Government, relating to Schools*, should be made through the Education Office, Toronto; as all such communications not so made are referred to the Chief Superintendent, to be brought before His Excellency through the proper Department—which occasions unnecessary delay and expense.

3. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications relating to schools, for which specific instructions are not furnished by the Department; but they are requested to use large sized, or foolscap, paper. In *all* communications, however, the *number* of the School Section and the *name* of the TOWNSHIP and POST OFFICE, and the OFFICIAL TITLE of the writer, should be given; and also the *numbers* and *date* of any previous correspondence on the same subject.

4. *Communications relating to the Journal of Education, to the Educational Depository, to Public Libraries, or to the Superannuated Teachers' Fund*, should be written on *separate sheets* from letters of appeal, or on legal questions, in order that they may be separated and classified.

No. 2. Documents furnished Annually by the Educational Department to the School Officers of Upper Canada.

The following are furnished gratuitously by the Educational Department of Upper Canada to various school officers, viz.:

1. *The Journal of Education for Upper Canada* is sent annually to each of the Trustee Corporations in the rural school sections; to the Boards of Common School Trustees in cities, towns and villages; to the Boards of Grammar School Trustees; to the Local Superintendents, and to the Trustees of each of the Separate Schools, &c. &c. Total, about 4,000 copies.

The *Journal* has been constituted the official medium of communicating all Departmental intelligence. It is regularly sent by the publisher, about the middle of each month, to the official address of the parties above enumerated. Should they fail in any case to receive it, immediate notification of the fact should be sent to the Education Office. Missing numbers can generally be supplied. To the public, the price is 5s. per annum—payable in advance. Back volumes, since 1848 (the first year of its existence), can be furnished on the same terms.

2. *The School Registers*, for recording the attendance, recitations, and deportment of pupils, are furnished to each of the Grammar and Common Schools, and to the Separate Schools, in Upper Canada. Total, about 3,500 copies. The Registers are sent annually to the County Clerks, for gratuitous distribution, through the Local Superintendents.

3. *The Trustees' Half-Yearly Reports* are sent every six months, through the Local Superintendent, to the Trustees of each School Section. Those for the Grammar Schools and Roman Catholic Separate Schools, are sent direct from the Department. Total sent out annually, 7,000 copies.

4. *The Trustees' Annual Reports* are annually sent, through the Local Superintendents, to each of the Trustee Corporations in the rural school sections. Total, about 3,500 copies.

5. *The Annual Reports*, from which the General Annual Report of the Department is compiled, is sent to the Local Superintendents and Boards of Common School Trustees and Boards of Grammar School Trustees. Total number sent out annually, 600 copies.

6. *Auditors', Treasurers', and Sub-Treasurers' Returns* are sent to about 450 of these officers, to be filled up and returned.

7. *The Chief Superintendent's Annual Report* to His Excellency the Governor General, printed by order of the House of Assembly, is also sent to each of the rural Trustee Corporations; to Boards of Common School Trustees, in cities, towns, and villages; to Boards of Grammar School Trustees; to Boards of Public Instruction; to Local Superintendents; and to Separate School Trustees, besides copies to other parties. Total number sent out annually, about 4,000 copies.

8. *Various Forms*.—Forms are also sent, from time to time, to Superannuated Teachers, Trustees (for Maps, &c.), Normal School Students, &c. About 700 copies.

Letters received and sent out by the Department :—

	1850.	1851.	1852.	1853.	1854.	1855.	1856.
Number of Letters received.	1180	2026	2996	4015	4920	5338	5749
Average per week	23	39	57	77	95	102	110
Number of Letters sent out..	760	1136	1430	1936	2581	3764	3996
Average per week	15	22	27	37	50	72	77

Recapitulation.—Total number of copies prepared, or printed, and sent out annually from the Educational Department for Upper Canada :—

1. Journal of Education	4,000
2. School Registers	3,500
3. Half-Yearly Reports	7,000
4. Trustees' Annual Reports	3,500
5. Annual Reports	600
6. Auditors' and Treasurer's Returns	450
7. Chief Superintendent's Report	4,000
8. Various Forms	700
9. Letters, &c., sent and received, about	9,000
10. Circulars, about	700
Grand Total per year	33,450

Appendix K.

EDUCATIONAL FEATURES OF THE PROVINCIAL EXHIBITION OF 1856.

Education is at the foundation of all intelligent agricultural operations, as well as of all successful mechanical skill and enterprise. To connect, therefore, with the Provincial Exhibitions a purely educational feature ; to incorporate that element in its yearly operations, is both wise and appropriate. It is as just a recognition of that great moral agent in the amelioration of the mental soil and character, as is appropriate culture and the introduction of suitable agents necessary to the amelioration of the soil of the earth. It is also in harmony with the public feeling and sentiment of Canada, where the education of the people is considered one of the most important duties and interests of the state.

To contribute to the promotion of this object as far as possible at the Exhibition of this year, the Chief Superintendent of Education for Upper Canada (in compliance with the wishes of some members of the Provincial Board of Agriculture) decided upon sending to it a collection of interesting and instructive objects from the Depository and Museum connected with the Educational Department. These objects comprised the following articles, viz. :

- I. A collection of models of Agricultural Implements, arranged in three groups.
 1. A series of about 40 models from the Kingdom of Wurtemberg, South Western Germany, which received the Gold Medal at the Paris Exhibition, 1855.
 2. A similar series of about 20 from Austria, North Eastern Germany. And
 3. A similar series of 10 from Denmark.

II. A variety of interesting articles from the Provincial Educational Museum.

III. Specimens of Maps, Charts, Diagrams, Models and Apparatus for the Public Schools of Upper Canada.

1. The Agricultural Models were procured at the recent Paris Exhibition by the Chief Superintendent. Those from Wurtemberg received the Gold Medal. As a collection they are designed to illustrate not only the agricultural implements now in use, but also the various kinds of ploughs, &c., which have been used in these countries—in fact to exhibit by a series of models a comparative view of the *progress* of agricultural science and enterprise in the countries from which they were obtained. The practical utility of such a comparison can well be understood by those who make the subject of agriculture and of agricultural progress in Canada their constant study and aim. In this spirit, as well as from a feeling of curiosity in the general public, these models attracted a good deal of attention at Kingston ; and the importance of having accessible to our agricultural population so complete and varied a collection of models of implements in use in the great farming countries of Europe, was very generally felt and expressed at the Exhibition.

2. The articles from the Educational Museum included, among other things, a beautifully coloured series of French Maps, in relief, of all the countries in the world. That which attracted most attention was a large plan of the city and harbour, and famous dock-yard of Sebastopol. This plan also exhibited the physical features of the country for many miles round the city ; together with the ports of Balaklava and Kamiesch ; the line of railway, and the trenches, parallels and batteries of the besiegers and besieged, during the memorable contest. This map was an object of great interest to the soldiers in the garrison—many of whom gave evidence, both from their appearance and from the Crimean medal on their breast, that the scene was well known to them.

A large map, exhibiting in bold relief the physical features of France, divided into departments ; also, maps of the Crimea itself, the Ottoman Empire, and other places of special interest at present, were also included in the collection—together with a series of large glass models, illustrative of the science of crystalization ;

models of human hands and feet in plaster, for drawing ; samples of improved school furniture, &c., &c.

3. The collection of specimens from the Educational Depository comprised series of mechanical, astronomical, physical and anatomical diagrams ; the National and Johnston's series of geographical maps, maps of Canada, models of steam engines, and a great variety of philosophical and school apparatus ; prints and diagrams for use in the public schools. It also included specimens of the meteorological instruments recently imported from London by the Department, for the senior County Grammar Schools of Upper Canada.

The entire contribution from the Department was placed in the "Educational Court," or north transept of the Exhibition building. From each side of a staging in the centre of the transept were hung the maps, charts, diagrams and lesson sheets ; and on the shelves at each side of the platform were placed the meteorological instruments, the models of steam engines and agricultural implements, and the philosophical and school apparatus, school furniture, &c. At the end of the transept facing the central fountain, and suspended from the ceiling by evergreens, were the words, "EDUCATIONAL DEPARTMENT, UPPER CANADA," in large letters. The beautifully executed copy of the arms of the Department,* of a large size, in relief, was placed immediately below ; and beneath the arms were the raised models of Sebastopol, the Crimea, &c. On each side of the transept were placed the mottoes, in large letters, "CHRISTIANITY THE SOUL OF EDUCATION !" and "EDUCATION OF CANADA HER GLORY !" The *tout ensemble* of the Court thus arranged, and decorated with flags and shields, was very striking, and contributed much to the general effect of the Exhibition when standing under the central dome of the building.

The practical utility of such an exhibition of school apparatus, maps, &c., was felt by every one who witnessed it ; and the multitudes who thronged to the Educational Court and sought information and explanation of the varied objects which it contained, showed how general was the desire of the public to avail themselves of the facilities provided by the Department to supply the public schools of Upper Canada with these indispensable adjuncts to a successful teacher--those practical instruments of his profession, without which it is impossible from day to day to sustain a continued interest on the part of the pupils in the exercise and duties of the School room.

In connection with this feature of the Exhibition, the Chief Superintendent, at the special request of the Local Committee of the Exhibition, delivered an address on Agricultural Education, its advantages to the community and the importance of making it an element in Common School instruction ; and on the use of visible illustrations and proper apparatus to facilitate its communication.

* The artistic beauty of these arms attracted the attention of the Committee on Fine Arts, who awarded to Mr. S. P. May, of the Educational Department, a prize and diploma in consideration of the skill manifested by him in the execution of the design.

Appendix L.

LOCAL SUPERINTENDENTS OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF UPPER CANADA.

No. 1.—The Townships.

I. COUNTY OF GLENGARRY.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
1. Hector McRae.....	Charlottenburgh	Williamstown.
2. Angus McDonnell	Kenyon	Alexandria.
3. Wm. McEdward	Lancaster	Lancaster.
4. Owen Quigley	Lochiel	Lochiel.

II. COUNTY OF STORMONT.

5. Rev. Hugh Campbell.....	Cornwall	Moulinette.
6. Rev. Donald Munro.....	Finch	Finch.
7. Rev. James Charles Quin..	Osnabruck.....	Dickinson's Landing.
8. John Frazer.....	Roxborough	Athol.

III. COUNTY OF DUNDAS.

9. A. Worthington	Matilda	Matilda.
10. Rev. James Harris	Mountain	South Mountain.
11. John G. McLaughlin.....	Williamsburgh	Morris.
12. John Irwin Ker	Winchester	Winchester.

IV. COUNTY OF PRESCOTT.

13. Humphrey Hughes.....	Alfred	Alfred.
14. John McMaster	Caledonia	Caledonia Springs.
15. James Gamble.....	Hawkesbury, East	East Hawkesbury.
16. Thomas Higginson	Hawkesbury, West	Vankleekhill.
17. John Pattee.....	Longueuil.....	L'Orignal.
18. Peter Georgen.....	Plantagenet, North	Plantagenet.
19. James Frythe	Plantage, South	Riceville.

V. COUNTY OF RUSSELL.

20. James Keays	Cambridge and Russell.....	Russell.
21. Rev. John Edwards.....	Clarence.....	Clarence.
22. Rev. Peter Lindsay, A. B...	Cumberland	Cumberland.

VI. COUNTY OF CARLETON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
23. Rev. John A. Morris, M. A...	Fitzroy	Fitzroy Harbor.
24. Rev. William McGill	Gloucester and Osgoode	Osgoode.
25. Rev. C. B. Petitt, B. A.....	{ Goulbourn, Gower North Marlborough and Ne- pean. }	Richmond.
26. Rev. James Godfrey	Huntley	Bell's Corners.
27. Rev. John L. Gourlay	March	Aylmer, C. E.
28. Rev. Alex. Henderson	Torbolton	Fitzroy Harbor.

VII. COUNTY OF GRENVILLE.

29. Francis Blakely	Augusta	North Augusta
30. William B. Imrie.....	Edwardsburgh	Spencerville.
31. Daniel B. Pelton.....	Gower South.....	Heck's Corners.
32. Rev. Richard Lewis, M. A...	Oxford	Kemptville.
33. John Burchill	Wolford.....	Merrickville

VIII. COUNTY OF LEEDS.

34. Lewis Chipman	Bastard and Burgess South...	Harlem
35. William Robert Taylor	Crosby, North and South.....	Newboro'.
36. Jacob A. Brown	Elizabethtown	Brockville.
37. Elisha Landon.....	Elmsley, South.....	South Elmsley.
38. Robert W. Ferguson	Kitley	Frankville.
39. Henry P. Washburn	Leeds and Lansdown Rear...	Delta.
40. Robert McCrum, M. D.....	Leeds and Lansdown Front...	Gananoque.
41. William B. Gowan	Yonge and Escott Front	Escott.
42. Seabury Scovil.....	Yonge and Escott Rear.	Farmersville.

IX. COUNTY OF LANARK.

43. Rev. James Geggie.....	{ Dalhousie, Lavant and Sherbrooke North. }	Perth.
44. John A. Murdoch.....	{ Bathurst, Darling, Drum- mond, Lanark and Sherbrooke South. }	Perth.
45. Rev. Robert G. Cox.....	Beckwith	Carleton Place.
46. Very Rev. J. H. McDonough.	Burgess North.....	Perth.
47. Rev. John Bell Worrell	Elmsley North.....	Smith's Falls.
48. Rev. Ebenezer Morns.....	Montague	Franktown.
49. Rev. Alex. Mann, A. M.....	Pakenham	Pakenham.
50. Rev. J. McMorine	Ramsay	Ramsay.

X. COUNTY OF RENFREW.

<i>Name.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
51. George Brown.....	{ Admaston, Frazer, Grattan and Wilberforce. }	Douglas.
52. Rev. H. Macmeekin	{ Alice, Pembroke, Stafford and Brougham. }	Pembroke.
53. F. Devine.....	Bagot and Blithfield.....	Bagot.
54. Rev. James A. Strain	Bromley.	Eganville.
55. George Ross	Horton	Renfrew.
56. Rev. S. C. Frazer, A. M.....	McNab	White Lake.
57. Rev. E. H. M. Baker.....	Ross and Westmeath.....	Westmeath.

XI. COUNTY OF FRONTENAC.

58. George Howes.....	Bedford, Olden and Oro.....	Deniston.
59. Rev. R. Dodds	Kingston	Elginburgh.
60. Asa Philips	Loughborough	Loughborough.
61. Rev. E. C. Bower	Pittsburgh and Howe Island..	Kingston.
62. James J. McDonald	Portland and Hinchinbrooke..	Spike's Corners.
63. John Spring.....	Storrington	Storrington.
64. Edward Murray	Wolfe Island.....	Wolfe Island.

XII. COUNTY OF ADDINGTON.

65. Daniel Fowler	Amherst Island.....	Amherst Island.
66. Allan Ruttan, M. D.....	Camden East and Sheffield...	Newburgh.
67. Robert Aylsworth	Ernestown.	Millcreek.

XIII. COUNTY OF LENNOX.

68. John J. Watson	Adolphustown	Adolphustown.
69. Rev. John A. Mulock	Fredericksburgh	Fredericksburgh.
70. Alexander Martin	Richmond	Napanee.

XIV. COUNTY OF PRINCE EDWARD.

71. John B. Denton.....	{ Ameliasburgh, Athol, Hallo- well, Hillier, Marysburgh and Sophiasburgh. }	Picton.
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XV. COUNTY OF HASTINGS.

72. Richard Corrigan.....	Elzevir, Madoc and Tudor....	Madoc.
73. B. S. Wilson.....	Hungerford	Roslin.
74. James J. Ryan.....	Huntingdon	West Huntingdon.

XV.—COUNTY OF HASTINGS—(*Continued.*)

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
75. George Wiggins	Marmora	Marmora.
76. Joshua McLean	Rawdon	Stirling.
77. Thomas D. Farley	Sidney	Belleville.
78. William Sills	Thurlow	Canniffton.
79. Frederick Warwick	Tyendinaga	Shannonville.

XVI. COUNTY OF NORTHUMBERLAND.

80. Edward Scarlett	{ Alnwick, Brighton, Cram- ahe, Haldimand, Hamilton, Monaghan South, Murray Percy, Seymour..... }	Alnwick.
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XVII. COUNTY OF DURHAM.

81. Rev. William Logan	Cartwright and Manvers.....	Manvers.
82. Rev. T. W. Allen	Cavan	Cavan.
83. Rev. George Lawrence.....	Clarke	Newcastle.
84. Rev. John Climie.....	Darlington	Bowmanville.
85. Duncan Cleghorn.....	Hope	Port Hope.

XVIII. COUNTY OF PETERBOROUGH.

86. Thomas W. Poole, M.D.....	Asphodel and Belmont.....	Norwood.
87. Robert Casement.....	Douro.....	North Douro.
88. George Arundel Hill.....	Dummer and Burleigh.....	Warsaw.
89. Daniel Donohoe	Ennismore.....	Ennismore.
90. Rev. Edward Roberts	Monaghan, North, and Smith.	Peterboro.
91. Rev. Francis Andrews.....	Otonabee	Otonabee.

XIX. COUNTY OF VICTORIA.

92. Rev. Charles Brown.....	{ Bexley, Fenelon, Veru- lam, and Sommer- ville..... }	Fenelon Falls.
93. Rev. Gilbert Tweedie	Eldon and Mariposa.....	Manilla.
94. Rev. William Briden	Emily.....	Emily.
95. A Lacourse	Ops	Lindsay.
96. George Bick.....	Verulam	Bobcaygeon.

XX. COUNTY OF ONTARIO.

97. Alfred Wyatt	Brock	Cannington.
98. D. G. Hewett	Mara and Rama	Atherly.

XX. COUNTY OF ONTARIO—(Continued.)

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
99. Ebenezer Birrill	Pickering	Claremont.
100. Rev. R. Monteath.....	Reach and Scugog	Reach.
101. Abraham Bagshaw.....	..Scott and Uxbridge.....	Uxbridge.
102. Rev. David Watson	Thora.....	Beaverton.
103. Rev. Robert H. Thornton.	Whitby	Oshawa.

XXI. COUNTY OF YORK.

104. Rev. H. C. Cooper, B.A....	Etobicoke	Mimico.
105. G. H. Corbett, M.D.....	{ Georgina and Gwillimbury, } North	Keswick.
106. J. T. Stokes	Gwillimbury, East	Sharon.
107. Rev. J. Adams	King	Nobleton.
108. Rev. George S. J. Hill.....	Markham	Markham.
109. Rev. William Belt, B.A. ...	Scarborough	Highland Creek.
110. Thomas Pyne, M.D.	Whitchurch	Newmarket.
111. Rev. J. G. Armstrong, B.A.	Vaughan	Woodbridge.
112. Rev. Richard Jones	York	Eglinton.

XXII. COUNTY OF PEEL.

113. Rev. H. B. Osler	Albion	Lloydtown.
114. Rev. And. T. Holmes, A.M.	Caledon	Brampton.
115. Rev. James Pringle	{ Chinguacousy, and Gore of } Toronto	Brampton.
116. Rev. Thos. Leach	Toronto.....	Do.

XXIII. COUNTY OF SIMCOE.

117. James Hart	Adjala	Kenansville.
118. John W. Norris, M.D....	{ Essa, Innisfil and Tossor- } onto	Cookstown.
119. Rev. William Fraser.....	Gwillimbury W. & Tecumseth	Bond Head.
120. Henry A. Clifford.....	{ Flos, Matchedash, Medonte } Vespra and Sunnidale ...	Flos.
121. Rev. Jacob Van Linge	Mono and Mulmur	Mono Mills.
122. Rev. J. Campbell, A.M.....	Nottawasaga	Nottawasaga.
123. Rev. John Gray.....	Orillia and Oro'	Orillia.
124. William Simpson	'Tay and Tiny	Penetanguishene.

XXIV. COUNTY OF HALTON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
125. Rev. John Armour.....	Esquesing	Esquesing.
126. Rev. A. J. Macauley.....	Nassagaweya.....	Nassagaweya.
127. Rev. Thos Greene, LL.D...	Nelson	Port Nelson.
128. C. Jones, M.D.	Trafalgar	Trafalgar.

XXV. COUNTY OF WENTWORTH.

129. Richard H. Cradock	Ancaster and Flamboro West.	Dundas.
130. Rev. David Savage.....	Barton	Hamilton.
131. Rev. John Porteous	Beverley	Kirkwall.
132. Rev. George Cheyne.....	Binbrook and Saltfleet.....	Stony Creek.
133. Andrew Hall.....	Flamborough East	Waterdown.
134. Rev. James Hughes	Glanford	Hamilton.

XXVI. COUNTY OF BRANT.

135. Rev. Alex. A. Drummond.	Brantford	Brantford.
136. Rev. William Hay.....	Burford and Oakland	Scotland.
137. Rev. John Dunbar.....	Dumfries South	Glenmorris.
138. Robert Alger.....	Onondaga	Brantford.

XXVII. COUNTY OF LINCOLN.

139. Rev. William Hewson	Clinton	Beamsville.
140. Jacob Kennedy.. ..	Caistor and Gainsborough...	Smithville.
141. Charles B. Millner.....	Grantham	St. Catherines.
142. Jonathan Wolverton, M.D...	Grimsby	Grimsby.
143. Philip Gregory	Louth	Port Dalhousie.
144. Thomas McMicking	Niagara	Queenston.

XXVIII. COUNTY OF WELLAND.

145. P. T. Kempson, M.D.....	Bertie	Fort Erie.
146. Alexander Reid.....	Crowland	Crowland.
147. W. F. Haney, M.D.	Humberstone	Stonebridge.
148. Rev. S. W. Folger.....	Pelham	Fonthill.
149. John Roberts	Stamford	Drummondville.
150. Rev. S. W. Pritchard.....	Thorold	Allanburgh.
151. Sayers S. Hagar.....	Wainfleet	Merrittsville.
152. Rev. W. M. Christie.....	Willoughby	Chippewa.

XXIX. COUNTY OF HALDIMAND.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
153. Thomas C. Pinkett	Canborough	Canboro.
154. Alexander Winram	Cayuga North	Cayuga.
155. Abraham Nash.....	Cayuga South	South Cayuga.
156. Theodore Sheehan.....	Dunn.....	Dunnville.
157. John Mylne	Moulton and Sherbrooke.....	Dunnville.
158. Rev. Andrew Ferrier, D.D..	Oneida	Seneca.
159. William Jones	Rainham	Rainham Centre.
160. W. Hursell	Seneca	York.
161. John Heasman	Walpole	Balmoral.

XXX. COUNTY OF NORFOLK.

162. James Covernton	Charlottville	Vittoria.
163. Andrew Harvey.....	Houghton	Vienna.
164. John Philipson	Middleton	Delhi.
165. Rev. Charles Walker.....	Townsend	Hartford.
166. John A. Backhouse	Walsingham	Walsingham.
167. Daniel Wesley Freeman ...	Windham	Simcoe.
168. Rev. R. S. Birtch	Woodhouse	Port Dover.

XXXI. COUNTY OF OXFORD.

169. Benjamin Ellison	{ Blandford, Oxford East and Zorra East..... }	Woodstock,
170. Rev. George Murray.....	Blenheim	Princeton.
171. Rev. Robert Rodgers.....	Dereham	Dereham.
172. O. B. A. Foden.....	Nissouri East	Nissouri.
173. A. J. Park, M.D.....	Norwich North.....	Norwich.
174. Chauncey Wilcox	Norwich South.....	Springford.
175. Robert Hay	Oxford North	Ingersoll.
176. Rev. W. C. Beardsall	Oxford West.....	Ingersoll.
177. Rev. D. McDiarmid	Zorra West	Woodstock.

XXXII. COUNTY OF WATERLOO.

178. Robert Brydon	Dumfries North and Waterloo.	Galt.
179. Rev. James Sim.....	Wellesley and Woolwich.....	Hawkesville.
180. Rev. W. B. Rally.....	Wilmot	Wilmot.

XXXIII. COUNTY OF WELLINGTON.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
181. Alex. Dingwall Fordyce.....	{ North Riding :—Amaranth, Arthur, Garafraxa, Luther, Maryborough, Minto, Nichol, Peel and Pilkington.....	{ Fergus.
182. Rev. Robert Torrance.....	{ South Riding :—Eramosa, Erin, Guelph and Puslinch }	{ Guelph.

XXXIV. COUNTY OF GREY.

183. Thomas Gordon.. ..	{ First School District:—Derby, Holland, Sullivan and Sydenham.....	{ Owen sound.
184. Thomas Ryan.....	{ Second School District:—Bentinck, Glenelg, Egremont and Normanby.....	{ Bentinck.
185. Rev. J. F. A. S. Fayette....	{ Third School District:—Collingwood, Euphrasia and St. Vincent.....	{ St. Vincent.
186. William Ferguson	{ Fourth School District:—Artemesia, Melancthon, Osprey and Proton.....	{ Priceville.

XXXV. COUNTY OF PERTH.

187. Rev. Thomas Macpherson...	{ Blanchard, Downie, Easthope, North and South, Ellice, Elma, Fullarton, Hibbert, Logan, Mornington and Wallace.....	{ Stratford.
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XXXVI. COUNTY OF HURON.

188. Thomas Sloan.....	{ Ashfield, Colborne, Grey, Howick, Morris, Turnberry, Wawanosh.	{ Harpurley.
189. John Nairn.....	{ Biddulph, Goderich, Hay, Hullet, McGillivray, McKillop, Stanley, Stephen, Tuckersmith and Usborn.	{ Goderich.

XXXVII. COUNTY OF BRUCE.

190. Rev. J. H. McNaughton.....	Arran, Elderslie and Saugeen..	Saugeen.
191. John Eckford.....	{ Brant, Carrick, Culross and Greenock	{ Brant.
192. William Gunn.....	{ Bruce, Huron, Kincardine and Kinloss.....	{ Inverhuron.

XXXVIII. COUNTY OF MIDDLESEX.

<i>Names.</i>	<i>Municipalities.</i>	<i>Post office Address.</i>
193. Rev. William Deas.....	Adelaide.....	Adelaide.
194. John Carey.. ..	Carradoc	Muncey.
195. Rev. R. Flood, M.A.....	Delaware.....	Delaware.
196. John Cameron.....	Dorchester North.....	Nilestown.
197. Rev. W. R. Sutherland.....	Ekfrid.....	Strathburn.
198. Rev. C. C. Brough, A. B....	London.....	London.
199. Rev. William Skinner.....	Lobo and Williams.....	..Lobo.
200. Rev. William Ames.....	Mosa.....	Chatham.
201. William McClatchey.....	Metcalfe.....	Katesville.
202. Charles Hardie....	Nissouri West.....	Wyton.
203. Rev. J. Inglis.....	Westminster.....	London.

XXXIX. COUNTY OF ELGIN.

204. Rev. Edmund Sheppard.....	{ East Riding : — Bayham, Dorchester, South Mala- hide and Yarmouth. }	Orwell.
205. Archibald McLachlin.....	{ West Riding : — Aldbo- rough, Dunwich & South- wold..... }	St. Thomas.

XL. COUNTY OF KENT.

206. David Mills.....	{ Camden, Chatham, Dover, East and West, Harwich, Howard, Oxford, Raleigh, Romney, Tilbury East and Zone. }	Clearville.
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XLI. COUNTY OF LAMBTON.

207. William Bermer.....	Brooke	Aughrim.
208. Rev. John Gunne.....	Dawn and Euphemia.....	Florence.
209. Howard Wiseman.....	Bosanquet	Bosánquet.
210. Wellington Brichan.....	Enniskillen*.....	Ennis.
211. Rev. Alex. Williams.....	Moore	Moore.
212. Christopher Blunden.....	Plympton	Hillsboro.
213. Rev. Geo. J. R. Salter, A.B.	Sarnia.....	Port Sarnia.
214. William Patterson.....	Sombra	Sombra.
215. Rev. James Smythe.....	Warwick	Warwick.

XLII. COUNTY OF ESSEX.

216. Joseph R. Berthelot.....	Anderdon .....	..Amherstburgh.
217. Rev. F. Gore Eliot.....	Colchester.....	Colchester.
218. James King.....	Gosfield.....	Kingsville.

* This Township being under a Board of School Trustees the Local Superintendent is appointed by that body.

XLII. COUNTY OF ESSEX—(Continued.)

<i>Names.</i>	<i>Municipalities.</i>	<i>Post Office Address.</i>
219. Chas. A. Casgrain, M.D....	Maidstone and Sandwich.....	Sandwich.
220. James Kevill.....	Malden.....	Amherstburgh.
221. Jonathan Wigfield.....	Mersea.....	Mersea.
222. Francis Graham.....	Rochester.....	Belle River.
223. Alexander Craig.....	Tilbury West.....	Comber.

No. 2—The Cities.

	<i>Municipalities.</i>
224. Theodore A. Ambridge	Hamilton.
225. Charles W. Cooper.....	Kingston.
226. Hamilton Hunter.....	London.
227. Alexander Workman.....	Ottawa.
228. George Anthony Barber.....	Toronto.

No. 3—The Towns.

229. Rev. Alexander A. Drummond*.....	Brantford.
230. Rev. J. Travers Lewis, LL.D.....	Brockville.
231. Thomas Cross, M.D.....	Chatham.
232. John Beatty, Jr., M.D.....	Cobourg.
233. Charles Pool.....	Cornwall.
234. Rev. M. Y. Stark.....	Dundas.
235. Rev. Hamilton Gibson.....	Galt.
236. Rev. John Fraser.....	Goderich.
237. Rev. Robert Torrance*	Guelph.
238. John Rogers.....	Niagara.
239.	Owensound.
240. W. H. Oliver... ..	Paris.
241. William O. Buell.....	Perth.
242. John Edwards.....	Peterborough.
243. George Gillespie, M.D.....	Picton.
244. Rev. Jonathan Shortt.....	Port Hope.
245. Fulford B. Fielde	Prescott.
246. Rev. George J. R. Salter, A.B*.....	Sarnia.
247. Rev. Robert F. Burns.....	St. Catherines.
248. Robert Checkley, M.D.....	Whitby.

No. 4.—The Town Municipalities.

249. John McLeod.....	Amherstburgh.
250. Rev. William McFadden.....	Barrie.
251. Rev. George Bell, A. B.	Clifton.
252.	Simcoe.
253. Rev. James Cooper.....	Woodstock.

No. 5.—The Incorporated Villages.

254.	John Klein	Berlin.
255.	Rev. John Climie*.....	Bowmanville.
256.	Rev. Andrew T. Holmes, A. M.*	Brampton.
257.	William McCargow.....	Caledonia
258.	Rev. W. M. Christie*.....	Chippewa.
259.	Charles E. Chadwick.....	Ingersoll.
260.	.....	Kemptville.
261.	Rev. W. B. Lauder, LL.D.....	Napanee.
262.	Rev. Henry Brent.....	Newcastle.
263.	Rev. Robert H. Thornton*.....	Oshawa.
264.	Otto Klotz.....	Preston.
265.	Rev. Archibald Lampman, B.A.....	St. Mary's.
266.	Rev. William Price.....	St. Thomas.
267.	Rev. John Bell-Worrell*.....	Smith's Falls.
268.	Rev. Thomas Macpherson*	Stratford.
269.	Rev. Wm. Dickson.....	Thorold.
270.	F. J. McGuire.....	Trenton.
271.	F. W. Atkins.....	Vienna.
272.	S. S. Macdonell, M.A., B.C.L.....	Windsor.
273.	Rev. S. B. Grundy.....	Yorkville.

* Local Superintendents in the Townships.

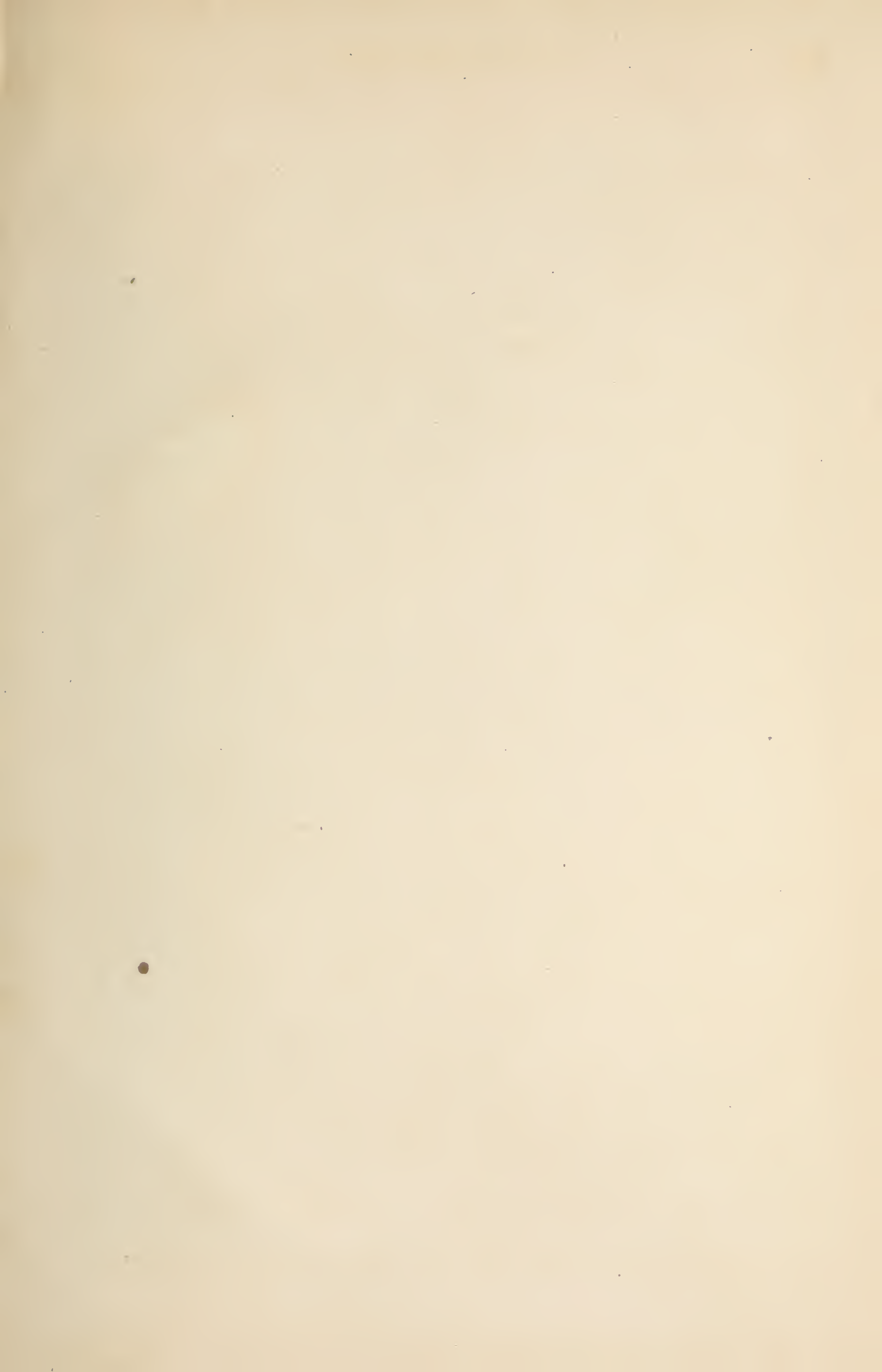
ERRATA.

The following escaped the attention of the proof reader :

- Page 17, line 16, for "instructions" read "instruction."₁
 " 18, line 7, for "ordinary" read "an ordinary."
 " 20, line 29, for "intilligence" read "intelligence."
 " " line 31, for "it" read "its."
 " " line 32, for "and retrograding" read "or retrograding."
 " 28, line 14, for "nor" read "or."
 " " line 29, for "revolving" read "involving."
 " 30, line 5 from bottom, for "*nauseum*" read "*nauseam*."
 " " " " for "but" read "been."
 " 96, number 43, for "Wm. Ireland" read "Wm. Irvine."
 " 250, line 1, for "BUSTS" read "MASQUES."
 " 256, D. Ghirlandajo, for "Master of do." read "Master of Michael Angelo."
 " 263, line 17, for "Burgomaster's Six" read "Burgomaster Six's."
 " 267, line 12 from bottom, for "Garofollo" read "Garofolo."
 " 268, line 32, for "Carytides" read "Caryatides."
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